

British diary

Heathrow threat

I have never been conscious of my colour or my sex. Racial prejudice and colour bar were words that I used without realising their meaning or impact. The minute I stepped into Britain these words became a reality, my sex a pretty fancy dress.

At Heathrow airport, arriving to join the staff of *The Times Educational Supplement* for two months, I waited over an hour in a queue of brown and black-skinned people for my travel papers to be cleared. There was a separate, faster-moving queue for the largely white British passport holders. Every now and then a member of the coloured queue would be detained for questioning and told he or she would have to be flown back to India. The weeping, wailing, and the coaxing and cajoling fell on deaf ears.

Then it was my turn. I was asked where and how long I would be staying. The £70 a week, I was told, would be inadequate for living in Britain. It was only when, tired and cold, I threatened to make the flight back to India that my papers were cleared with an assurance that it was routine questioning.

I had only a short time to learn about the British education system, to make contacts and file stories. I chose to write on the ethnic minorities because I felt I would be more comfortable working among people whom I knew and understood.

Little did I realize I would be opening a Pandora's box. Stories

Usha Rai of the Times of India looks back on two months working for *The Times*

of racial prejudice, cultural gaps and the growing conflicts between Asian parents and their children tumbled out. I visited the poorest areas because that was where there was a concentration of West Indians and Asians—Brick Lane, Southall, Deptford and Bradford became my beat.

Among the Asians there was tremendous relief that a coloured person was writing about the coloured. The normal reserve against journalists broke down. Every interview was preceded by queries about India and about my personal experiences in Britain.

I noticed, too, how much easier it was for me to get a story from a coloured person than a white man in a position of authority. Among some white officials there seemed to be a certain scepticism, an uneasiness in talking to a coloured journalist.

Before giving me permission to visit a school in a predominantly Asian area, an education officer said: "I want no trouble from your writing." He demanded an assurance that I would not be critical and insisted on seeing the copy before it went into print.

At another centre, where various multicultural education projects were underway, I had to face a barrage of questions from half a dozen women on what I planned to write on, how I would go about it, the length of the article, the time I would spend on my investigations and finally whether they could see what I wrote before it went into print. I was surprised by their aggressiveness since an appointment had been fixed for me to do a story on the centre. In India my professional integrity had never been challenged in this fashion.

I was escorted out of the room while the ladies consulted on whether I should be allowed to write about the institute. I was offended but remained as cool as I could. I chose, however, not to write about it. Despite all the assurances that the reception I had received had nothing to do with my colour there was a gnawing suspicion at the back of my mind. But the response from Asians and

even some white people concerned about multi-racial education was overwhelming. I received invitations to visit schools, language centres and special projects for multi-racial education from Coventry, Leeds, Birmingham and Bristol. However in spite of all my efforts to be balanced and objective I suppose a note of despair crept into my writings.

An Asian teacher, a psychologist at that, who had been following the articles wrote to me: "you will agree that there are tremendous cultural, linguistic and economic differences between immigrants and the local population. No one denies the existence of colour prejudice in the British society, but we must also emphasize their sense of justice and tolerance. The coloured immigrants, particularly those who have to show comparative higher degrees of skill and competence before they are accepted on an equal basis with the local populace. Those of us who would not be discouraged by failures, and continued to improve our professional and social skills, are likely to be accepted on equal terms."

"My advice to the immigrant teenagers and their elders is to improve their linguistic and other professional skills, and develop positive self-concepts. Negative attitudes, nurtured by the media, will alienate us from the local population, which may result in severe psychological and emotional conflicts in the future."

I took the educational psychologist's advice and decided to end my stimulating visit to Britain by writing about the success story of a coloured teacher.

Rule of Tongue

English—mainly with a BBC accent—has long been music to my ears. I have delighted in the beauty of the language and laughed at the attempts to teach it to foreigners in the "mind your language" programme on television.

But I cannot understand the importance given to it in the British school curriculum. Children who cannot speak English, like natives are cast aside like pariahs. They are put in language centres and remedial classes and never seem to get out of them.

The immigrant children's handicaps are not their own. It affects the grades and the chances of getting into the higher academic streams.

In India most children speak two languages, if not three. In Delhi, the capital, the child is taught both English and Hindi from the nursery stage. To most children from South India, and the neighbouring states of Punjab and Hyderabad, who live in the cities, both languages are taught. Home they may speak Tamil, Telugu, Kannada, Malayalam, Marathi or Punjabi. But generally South Indian children are comfortable in English than in Hindi. The child from North India is more comfortable in Hindi.

education system and do tolerably well. None may be a linguist but they can all communicate in two to four languages.

Only in the villages and smaller towns is education in the mother tongue—or the language of the region. Most of the children end up in language centres and remedial classes in Britain come from these.

If the purpose of education in Britain is to impart knowledge as well as develop the faculties to reason, analyse and be critical, there is no reason why a child who is not good at a language cannot be proficient in subjects like maths and the sciences.

Examinations in India, particularly in the junior classes, are objective. For subjects like history and social studies brief answers are expected. Only in literature and language, where language skills are tested, child expected to produce lengthy answers and essays.

But in England, where the child is only one language, the immigrant child who arrives at 12 or 14 years of age with little or no knowledge of English has no hope of any kind of education, except large doses of English.

It requires great guts and perseverance for the young immigrant to push on with his studies. I have heard of only one who succeeded—a young Sikh who came at 14. After three months in school he was put in a language centre where nothing but English was taught. "I could not even play games like normal boys of my age," he recalls. After a year he was advised to look for a job since he was too old to go back to school.

But the young man showed unusual determination. He joined a course on English for foreigners merely to brush up his knowledge of maths and science. He then got an apprenticeship in a garage and attended college for more English, maths and theoretical knowledge in automobile engineering. Courses in garage management and teacher training followed. He is now a teacher.

It is unfair to put a child into a "remedial" class merely because he is not good at English. The word "remedial" implies backwardness. For a child who moves into a new environment and a new culture, whose colour may result in his isolation, there is nothing worse psychologically than to brand him as backward.

Here and there

Education in most Indian schools is drab and dull as compared with Britain. Here there is a wealth of audio-visual aids to awaken the curiosity and hold interest. There are films, maps and any amount of resources. In India's state schools are still struggling to get basic equipment—chairs, benches, blackboards and books.

In New Delhi two or three new government schools are opened every year. At first they are in tents. A carpet for the children to



Usha Rai: racial prejudice became a reality.

squat on and a blackboard to write on are all they possess. Rain holidays are the monsoons for their age, to be closed for a few days.

Mr Lal Bahadur Shastri, India's former prime minister, said to have swum across rivers, his bundle of books on his head, to reach his village in Bihar.

The independent public schools in India, however, are good as compared with Britain's. They have a curriculum and facilities of a British school. Ambitious students are sent to these schools. There are long waiting lists. Eight to 10 per cent of students may go on one child fees.

Despite bleak classroom formal methods of teaching, there is a great enthusiasm for education. There is a struggle to get into higher secondary examinations and to pass in those who pass in the examination and go to college. Admission to an elite top college in Delhi takes students with first class marks.

British children see this compulsive enthusiasm. There is no great do well unless they go to college. There are many here for a 16-year school is expected to be economically independent. India students from middle homes struggle through college until they are aged 18. Mrs Rai completed her session on *The TES* this week.

Next week

James Britton looks back on his membership of the British Council, and why he is compelled to write a *Next* Extension to the final report.

THE TIMES Educational Supplement

FRIDAY NOVEMBER 24 1978 NUMBER 3308

Printed word in retreat, secondary survey finds

by Virginia Makins

More children in the lower forms of secondary schools are not being taught to learn by reading, a Schools Council project has found. When the pupils are asked to read in class, it is mainly in 15-minute bursts designed to answer a question or copy out a phrase. The teachers are given an extra 10 minutes for their age group and worksheets so badly prepared that they are difficult to read.

If teachers have really decided that the printed word is an inefficient medium both for acquiring information and for promoting thought, the project report says, "the retreat from print should be an organized withdrawal, not a rout."

The full report of the three-year project, *Effective Use of Reading*, will be published in the new year. It defines effective reading as "a willingness and ability to reflect on what is being read". At present, pupils are not normally being en-

couraged to read reflectively in most subjects. The project team found no evidence to support the widely held view that reading comprehension can be broken down into "sub-skills", which can be separately

taught. They say that any reading programme based on this idea is likely to be a waste of time.

They recommend several methods by which schools generally, and teachers in key academic subjects, can improve reading skills. The project tested various methods teachers could use in class.

After extensive research they came up with a "clear recommendation" on the value of a commercial scheme for 10 to 15-year-olds, the SRA reading laboratory. But they warn it must be used systematically, according to instructions, and must not be regarded as an adequate programme in itself. Full report, page 8

This week



All together now
Mark Carleton, the new Tory spokesman on education (above) gets down to his homework and aims to untie his team on policy. Profile by Patricia Rowan page 6

The follies of Freire
Dr Edward Norman, who is giving the current series of BBC Radio lectures, dissects the thinking of Paulo Freire in a review of his latest book. page 2

CEB or C and G
The foundation courses offered by the City and Guilds Institute will probably get the backing of the government committee looking into exams for the new sixth formers. page 12

But Paul Norgate argues that the flexible CEB should deserve their support too. page 21

Extra: children's books

Special reviews of new fiction, new poetry, picture books and new editions of children's classics including Grimm, Andersen and Alice in Wonderland. pages 39-50

Catholics confer

After promising no more factory-size comprehensive, Mrs Shirley Williams, Education Secretary and RC, praised Catholic authorities for their cooperation with Labour's education policies at a conference of 500 Catholic heads last week. Mr Norman St John-Stevens, co-religionist and until recently Tory spokesman on education, also attended. page 9

Leaders: 2: Personal Column, 4: school to work, 10: foreign news, 15-17: letters, 18-19: sport, 20: features, CEB, Bullock, makes inquiry, 21-23: reading, art, 31: books, Simon Duffy reviews The Oxford Dictionary of Saints, literature, education, maths and science texts, 25-27: resources, 28-29: Talkback, mother tongues, rural school, the years between, 30: Arts reviews, television, theatre, dance, BBC Shakespeare project, 31: English, crime writers, reviewed, 36, 37: Break, Bridge, Crossword, 58.

Classified ad index page 33



Cheer up, young musicians, the Schools Prom starts next week. Report, page 5

Opportunity for some action research

The Education Bill shows that Mrs Williams has salvaged a small scheme for educational maintenance allowances from the shambles of earlier promises and disappointments (page 3). Instead of the nationwide, means-tested scheme foreshadowed in Mrs Williams's public statement in June, there will be a limited experiment in some eight to 12 selected areas of high unemployment and low staying on rates.

The local authority associations appear to be predictably lukewarm to this minuscule experiment with specific grants—about £500 is likely to be involved—but nobody will pressang, i.e. into taking part and the DES will reimburse 90 per cent of the cost, so it will be a mean-spirited, i.e. which does not on grounds of expense.

It is a modest effort by comparison with the ill-fated EMA programme which Mrs Williams was going for earlier. Then she envisaged as an extension of educational provision, paid for from what may be the Chancellor's public expenditure budget of the £100m-plus required for the bill scheme, and Mrs Williams was to be round for an alternative plan to the obvious alternative source of funds, the Department of Employment.

As keeping more young people at school is one way of reducing the number seeking jobs, an EMA scheme could stake a claim to some of this cash.

Unfortunately, it seems that the combined costing exercise by the Department of Employment and the DES showed that, taking account of the cost of paying means-tested grants to those who will stay on without EMAs, the new scheme is likely to prove a relatively expensive way of bringing about a marginal reduction in the unemployment figures. But in a belated attempt to save Mrs Williams's face, Mr Booth has been persuaded to part with enough money to enable a "pilot" or "selected" areas scheme to go ahead.

Whether this will be sufficient to restore Mrs Williams's battered credibility, after yet another dropping, time alone will tell. But to move forward in this way does have positive advantages. If the local schemes are properly evaluated, they will amount to a useful action research exercise, from which it should be possible to gather important information about the numbers of boys and girls in the marginal group whose decisions are likely to be affected by the availability of EMAs. It should also show the relative merits of paying them to parents, or directly to the pupils themselves, and the proportion of those already staying on at school now without grants who will be entitled to payments.

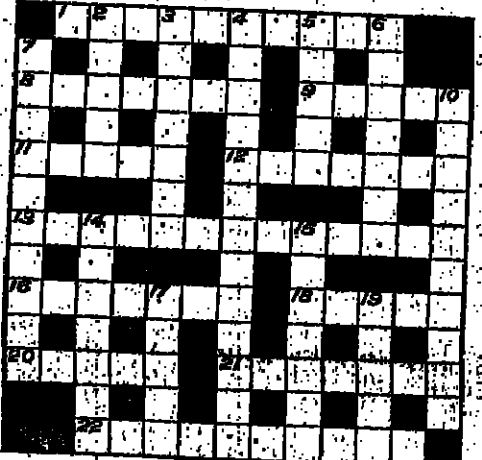
It will be important for the Secretary of State to insist on monitoring the scheme closely, because the prospects for any extension of these arrangements will depend on pragmatic questions of cost-benefit. The educational arguments, however, remain of the first importance. They concern the fates of individuals and the uncompleted task of opening up education at all levels to talent irrespective of family means. There is plenty of evidence coming out of the Lancaster study to suggest that a significant number of boys and girls of high ability leave early for financial reasons, and that this is also true of others who might benefit from continued education even though they are not likely candidates for higher education.

The latest reduction in future forecasts of numbers for universities and polytechnics, strengthen the long-term case for EMAs. But it is also true that there are other, structural, reasons why half the population quits education at 16—in the curriculum, and organization of the upper secondary schools and further education—and it could be that tackling these might yield a better return than EMAs.

No comment

I have helped many young teachers who have run into probation difficulties, and who are still in reaching difficulties because of the help which the union has been able to give to them. NUT newsletter to Wolverhampton Teachers' Association.

Crossword No 1,159



- Across**
- But this was not the technology in the late 19th century (4, 6)
 - A way of the hill for a flying one (7)
 - Not State cure, but a State (5)
 - Butterfly song (5)
 - Chucker-out, for possibly (7)
 - His status is relatively rural (7, 6)
- Down**
- Machow's topical topos (5)
 - Uncommon of common (7)
 - Where horticulturists are trained (7, 6)
 - Single speed (5)
 - The sea can be used possessions (7)
 - Had links with Queen Victoria's husband (5, 5)
 - Season specially apt to leap year (6, 4)
 - Unpleasant, but not a quiet exit (3, 1)
 - London descent when I'm (6)
 - In the driver's place on return (5)

Maths teasers

MATHEMATICAL WORD CHAINS

Lewis Carroll invented mathematical puzzles for his young friends like Alice and her sisters, as well as word puzzles for adults. Here is a new kind of puzzle called Mathematical Word Chains that requires the solver to use an extraordinary vocabulary. A word chain is formed by starting with a single letter, and adding one letter at a time (without changing the order) to make words with four, five or more letters by using clues for each word. The words are not all of mathematical origin. For example, the chain is:

(1) The radius of the circumcircle of a triangle.
(2) Ancient Chaldean city.
(3) Animal's warm coat.
(4) The number of sides of a polygon (see Lewis Carroll's Part I would be a R. U. R. F. I. A. F. O. U. R.

Now see whether you can solve this mathematical word chain puzzle. (1) The upper half of the Roman symbol for 10.
(2) A word which means to be angry.
(3) A word which means to be angry.
(4) A word which means to be angry.

Two Dorset farms

Farmer S. of Stinford has four more cows than Farmer T. of Tolpiddle. If Farmer S. buys another cow at Casterbridge Market, so does Farmer T. If Farmer S. sells a number of cows, Farmer T. sells the same number. Show that the total number of cows on the two farms at any time is always an even number.

One day, sad to relate, a cow disappeared from the farm at Stinford and was never seen again; it was reported that a butcher at Puddletown was responsible for the dastardly deed. Can you explain why the total number of cows on the two farms is now always an odd number, even though the farmers before?

Metamorphoses

By altering one letter only of the word COKE it can be changed into a mathematical word. COKE. A clue to this could be "a shape that is enjoyed when it is filled with cream".

Each of the following words can be changed by altering only one letter into a mathematical word. Which is given?

PEACE. Formerly they were in every pound, but now they are in every pound.

LEVEN. The surface of a lake could be level.

WEATHER. or when it rains.

PRODUCE. A mathematical result of multiplication.

CURSES. Those of the dead include curses, ellipses and hyperbolas.

APES. Ne plus ultra is a direction.

SANE. The ratio of sane to insane is a mathematical word.

HAZARD. If human, it is a mathematical word.

DECEASE. A mathematical word.

D. B. Eperson

In and out of the shadows

Ministry has not always been a feature of the political life of education ministers or their shadows. Mr Norman St John-Stevas, however, has not been one of the fly-by-nights. As Minister and Opposition spokesman, he has done a 12-year stint. He deserves to be named by the world of education as the man who has moved from the shadowy office of shadow leader of the House and takes his place among Mrs Thatcher's inner circle of parliamentary tacticians. There will be time enough to assess the impact of Mr Mark Carlisle (page 6) who steps into his educational shoes; the departure of Mr St John-Stevas at this juncture does not necessarily mean that the education service has seen the last of him.

He has been an urbane and engaging education spokesman. It is true that he does not convey the impression of great substance; but this is only another way of saying that he is not pompous and refuses to take himself (or, indeed, politics) too seriously—a quality for which he ought to be congratulated but is more likely to be condemned by a hypocritical world which cannot distinguish between dullness and respectability.

More myths punctured

Anyone who retains any vestiges of the belief that "do as you please progressive methods" have swept Britain's primary schools must have been living on the wilder shores of California, or the warmer deserts of the universities, for the past five years.

This week yet another survey (page 6) confirms the findings of Professor Neville Bennett, Her Majesty's Inspectors and others. With the possible exception of the youngest infants, British primary children are spending large tracts of the school day being taught the three Rs—and taught them in highly traditional ways.

What is very clear, from the new survey, is that the teachers operate under few explicit constraints of syllabus or planned programmes of work. This means that 88 per cent of the 900 teachers in the Nottingham survey were free to teach science, as such, to seven to 11-year-olds, and the history or geography children did over their primary years was likely to be random, unplanned and quite possible repetitive.

Teachers are free to pay virtually no attention to important modern work on language and learning (as propagated, if rather unreadably, by the Bullock report) and to ignore the careful structures of the recent HMI survey of the primary curriculum.

All kinds of good reasons can be found for inertia. The state of primary classes is an important one. So is the multiplicity of demands on teachers for parent involvement, social work and so on. So is the shortage of resources—particularly since the cuts: it is not easy to deliver high quality primary education at a cost of £300 a year a head.

It begins to look as though both teachers and children would be better off if there were some kind of core curriculum, at least for eight to eleven-year-olds. It is well led to a broader curriculum, some planned progression for children's work, and more determined attempts to provide suitable materials and in-service training to fill current gaps. It might even free teachers to spend time on developing more flexible teaching methods.

What is ETV?

As planned, the BBC's *Botanic Man* television series, an adult education production, is to be screened again next year as a school programme. This is an admirably economical arrangement and ensures that the ubiquitous Bellamy's talents as a television teacher are used to the full. An inquiry to the BBC about the possibility of schools seeing Jonathan Miller's even more ambitious series on *The Body in Question* makes it clear that this is much less likely: copyright and other complications would make it too expensive and, anyway, say the experts on educational television, the programme is too long and insufficiently geared to any particular teaching programme.

The contractual difficulties remain intractable but, it might be thought, exist to be overcome. It seems that there are also doubts about how much of the gigantic Shakespeare drama series will be available to the schools (page 87). The educational potential of the project is obvious: it is, after all, going to find its way into general television viewing hours with other unique cultural opportunities.

If the plays are worth putting on for adults, they must include many hours of viewing which could benefit schools, too. If it is, simply

Totalitarianism in the making

In this week's Reith Lecture, Edward Norman examined the work of Paulo Freire. Here he takes a critical look at the revolutionary into practice in Guinea-Bissau educationist's account of putting his principles



Edward Norman

Pedagogy in process. The Letters to Guinea-Bissau. By Paulo Freire. Writers and Readers Publishing Co-operative £5.95. ISBN 0904613 86 0.

Revolutionary change is invariably the work of elites, however much they may be dependent for success upon widespread current in society generally. The ideology of change comes from the disaffected intellectuals. Their problem after the accomplishment of the revolution derives from the need to reconcile their own interpretation of events with the actual ideas entertained by "the masses" with whose aspirations they have identified themselves. For the masses have to be persuaded to accept the ideas for which the intellectuals have prepared the way with bayonets and bombs. Revolution is the essential accompaniment to revolutionary change. The masses have to be indoctrinated into a "correct" understanding of their own consciousness. Those who undertake this task are characterized by degrees either of hard calculation or of self-deception. Paulo Freire belongs to the second category.

Of all those who have in recent years sought the magic alchemy required for the fusion of elitist ideology and mass opinion he has been by far the most influential. His programmes for "consciousness" of workers and peasants have won acclaim in many parts of the developing world and have attracted the enthusiastic support of liberal educational theorists in western societies. When put into effect in his native Brazil by Marxist priests—his revolutionary methods proved so revolutionary in fact that Freire was expelled by the Brazilian authorities. From a prestigious exile in Geneva, he is now concentrated with the re-education of the masses in Guinea-Bissau, in the years following the overthrow of what he calls the "relentless exploitation of the people" by the Portuguese "colonialists". There, in cooperation with the Commissioner for Education (Mário Cabral), he is seeking to apply that critical distinction between education "for domestication" and education "for liberation" which formed the basis of his most acclaimed book *Pedagogy of the Oppressed*.

The first question which must strike the reader upon opening these pages is why Freire needs to bother at all. His account of the revolutionary leaders of the new Communist state—many of whom appear to share the same name as the deceased guerrilla leader who founded it (Amílcar Cabral)—and his autogloss of the revolutionary consciousness of the masses, would seem to indicate that the values he

treasures are already stacked up in abundance.

Cabral himself is described in a fashion which suggests a socialist Christ. He is the one of "prophetic vision", who was, "like Guevara and like Fidel", Freire writes, "in constant communion with the people." He was "Father of the Nation" and "Son of the People", who "joined with them and taught them in the bag—who had been creating the words instead of lending the learners to do themselves."

The work of communal education is glorified in a fascinating references. The incidentally, no mention of the usual bland assurance that teaching human values is a really authentic religion. This has happened to the Catholic schools? We are told. But here, instead, are educators, involved in the "teaching of teachers", in agricultural labour, in all academic study for the sake of the work of the "Cultural Circle" which Freire says was founded in September by between eight and 12 local authorities. These pilot schemes are all that is left of the £100m a year mandatory scheme which was shelved by the Cabinet mainly on grounds of cost.

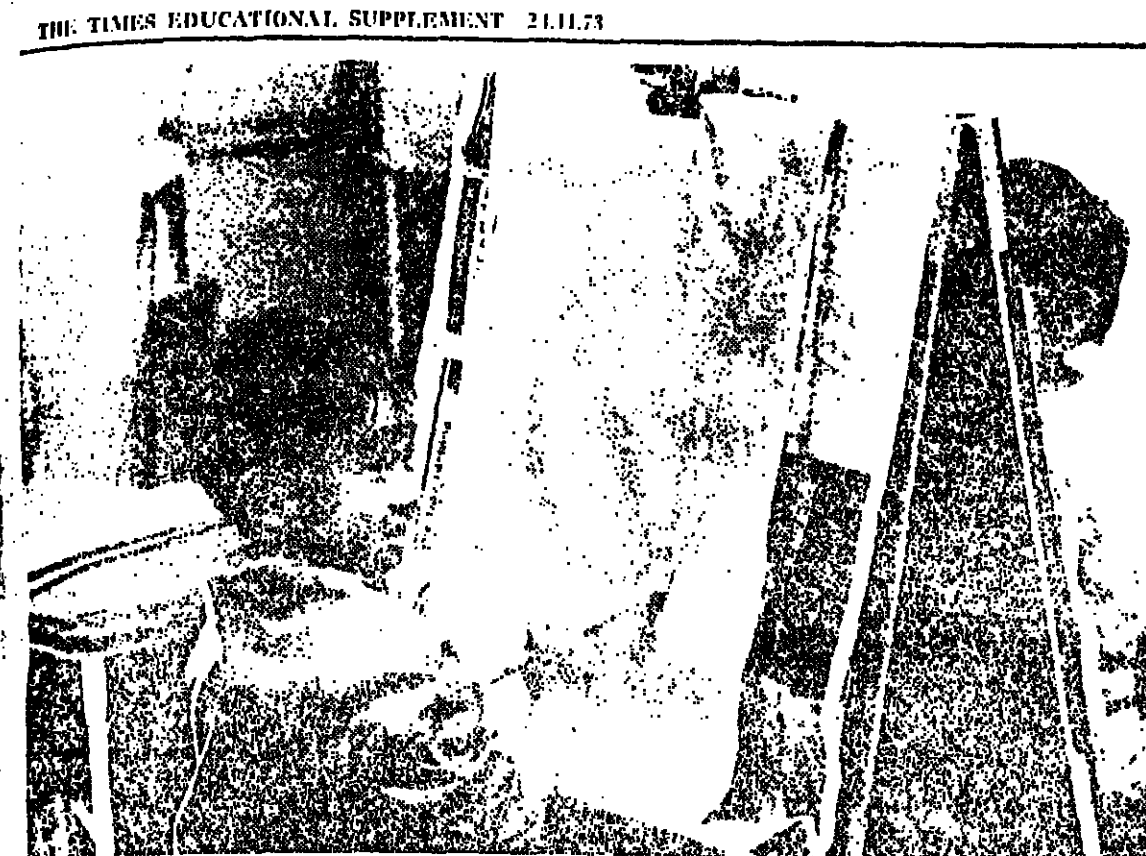
They will cost £10m in the first year and £15m in a full year. The cash for the first year will come from Department of Employment reserves that might otherwise have gone to the Manpower Services Commission, which has been under spending.

To qualify local authorities must have high youth unemployment and low staying on rates beyond 16. They will also have to be prepared to foot 10 per cent of the bill.

The willingness of the Department of Employment to put up the money for the first year only partly reflects the result of an inter-departmental study into the cost effectiveness of a national scheme, compared with other schemes, in reducing unemployment.

The study was ordered by the Cabinet at the end of last month after it had decided to put off the full scheme. Mrs Williams had argued that the money should come from the Department of Employment budget.

The study apparently showed that mandatory grants for 16 to 18-year-olds were not a cost-effective method of reducing unemployment. A clause in the new Education Bill, which is due for publication



One of the young Vietnamese refugees recently taken in by Britain at work in the Maria Assumpta College, Kensington, the former teacher training college which H.E.A. has set up for them. Activity methods have to predominate while the new pupils learn to speak English. Overseeing the provision for 76 primary children is Mr John Chalk, former president of the National Association of Schoolmasters and head of nearby Oxford Gardens Primary School. Elsewhere, 49 children of secondary age and 23 under-fives are being catered for. All the children were in the group of 346 Vietnamese rescued from a ship in the South China Sea.

Sixth-form grants schemes are given a starting date

by Wendy Berliner

Measurably grants of up to £7.50 a week for 16 to 18-year-olds still in full-time education will be introduced next September by between eight and 12 local authorities. These pilot schemes are all that is left of the £100m a year mandatory scheme which was shelved by the Cabinet mainly on grounds of cost.

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Boyson passed over in surprise Tory choice

Mr Norman St John-Stevas, it is said, made one last tactical move before he accepted his promotion from shadow Education Secretary to Shadow Leader of the House. He insisted that Dr Rhodes Boyson, his outspoken junior, should not succeed him.

In fact, Mrs Margaret Thatcher had already decided to offer the job to Mr Mark Carlisle. But the incident is indicative of how sharp the policy disagreements between Mr St John-Stevas and Dr Boyson were over such issues as publication of exam results and education vouchers.

Many educationists and politicians were surprised by the choice of Mr Carlisle because of his lack of knowledge about education. Some of those in the local authorities were not altogether sorry that Mr St John-Stevas was going—they felt he was uninterested in local government and failed to understand its difficulties.

A couple of months ago there was a split between the local and national levels of the party over parental choice of schools. Mr Malcolm Thornton, chairman of the Association of Metropolitan Authorities Education Committee, said the national spokesmen were putting forward a policy of parental choice which was impossible to deliver in rural areas.

The fact that Mr Carlisle found the time to meet the Conservative local authority representatives last Friday at a meeting originally arranged by Mr St John-Stevas, is thought by the local authorities to be a good omen for a new era of cooperation between Westminster and themselves.

The Hamlyn Mr St John-Stevas will make an admirable speech partner for Mr Michael Foot in his new job. He is also an expert on the British Constitution and has written two books about Walter Bagehot, the nineteenth century exponent of the constitution.

Mr Carlisle had not wanted to accept Mrs Thatcher's offer of Shadow Education spokesman about Mr Leon Brittan, Conservative MP for Cleveland and Whitby, would have been in the running. As it is, Mr Brittan has now been chosen to cover devolution affairs and will also be a spokesman on employment.

Mark Carlisle profile, page 6

Where the bright are ignored

Evidence that the needs of bright children are ignored in mainstream classes is revealed in a survey of 21 teachers, all judged by university tutors to be particularly effective teachers in mixed-ability classes. Writing from the *Research Journal*, Mr Trevor Kerry of Nottingham University School of Education, says that 16 out of the 21 teachers interviewed had problems in teaching bright pupils in mainstream classes. Only seven made any systematic attempt to meet the needs of this group.

"There seemed to be a general feeling that since bright pupils can cope, it is not too serious to fail to cater for their special needs."

One teacher even implied that bright pupils created their own difficulties: "they work too fast."

Questioning the head teachers in the same schools revealed that the bright are deliberately ignored in some comprehensive schools. "We do not seek to identify them," was one head's response and several said bright pupils had had things their own way for too long.

Mr Kerry says there is a paramount need to help the bright develop study skills so that they can get on when teachers are too busy to help them.

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Graham C. Hill

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Letters to the Editor

Teacher numbers: must try harder

Sir—The short answer to Mr Picton's "jobs lost or not?" (November 17) is that teachers' jobs have been gained in the ILBA between 1974 and 1977, not lost.

The official return, 618G, which the ILBA is required to make to the Department of Education and Science of the teachers in the

It's the proportions that count

Sir—In your issue of November 10 you publish an article about a report by me looking at education spending, and Kate Support Grant ("Spending in decline outside main cities" in the article). It was claimed that several local authorities in

Girls shown 'rape' film by mistake

by Caroline Haydon

Miss Almoe Haverd, the headmistress, said the film was a distributor's mistake. She had opened the box but there had been nothing to indicate it was X certificate. She had not seen it and did not recognize the title.

Members of staff put on films but did not necessarily stay to watch them. It was switched off when people in the audience realized it was not suitable. Pupils were told the projector had overheated.

When the film was turned off the rape "was imminent". Nobody had appeared to be distressed.

Rank of Weymouth, distributor of the film, this week admitted the mistake. The school had ordered *Song of Norway*, the musical of the life of the composer Grieg. But the first six figures in the film library's numbering system were the same for both films.

However, it could be seen when the film was put on the screen that it was X certificate. It was marked "X" and "wholly unacceptable" to private showings in schools, but Mr James Fernan, secretary of the British Board of Film Censors, said he was "very concerned about this sort of mistake."

The rape scene in *Song of Norway* was worrying not for its nudity, of which there was little, but because it was "emotionally terrifying." Mistakes do happen, but parents must be able to depend on the responsibility of teachers.

Why the slow stay illiterate

by Bob Doe

Many children remain illiterate because of poor teaching, says a Schools Council report published this week which backs up the findings of a sister survey on "Effective use of Reading" (page 8).

A project looking into the special needs of slow learning pupils—the 15 per cent of the least successful five to 16-year-olds in schools—puts some of the blame for their failure to read on weaknesses in teaching in the 500 schools examined. Secondary schools are worse than primary, it says.

Reading can be successfully taught to children with IQs as low as 50 (average score is 100) says the report which is written by the project's director, Mr Wilfred Brennan, Inspector for special education in Inner London.

The report says 80 per cent of pupils make adequate progress in reading but "with more rigorous attention to the reading curriculum

many weaknesses could be eradicated and general standards could be raised."

On the causes of reading failure it says, "much more could be done to improve teachers' knowledge of and skills in the teaching of reading. The general level of teaching skill meets the needs of those pupils who learn to read without difficulty but it does not resolve the problems presented by slow learners and pupils with specific reading difficulties."

Published reading schemes were inadequate for slow learners. The vocabularies and situations used in them were not in line with the experiences of the socially disadvantaged slow learner. New words were introduced too rapidly and there was not enough repetition and reinforcement in them. They did little to establish the necessary skills at the pre-reading stage.

Most schools looked at did little or nothing to supplement these schemes. In half they constituted the only reading curriculum. A quarter of the project schools had no basic teachers guide to the reading curriculum. This was often deliberate to leave teachers free to develop their own work.

These guides that did exist were rarely based on careful descriptions of the skills each child should master, or behavioural objectives. They were usually just lists of material to be covered. Even the best neglected comprehension, reading speed and the "higher" reading skills.

"Almost all teachers stressed the importance of relating the first steps in reading to the actual language used by the pupil. But in practice many based their introduction of reading on the arbitrary vocabulary of the first book in the chosen reading scheme."

Reading for slow learners, Evans Methuen, £3.10.

Fewer jobless leavers

by Marc Jackson

Numbers in the Government's Youth Opportunities Programme have jumped in a month from 36,000 to a record 45,000, helping to bring the total of jobless leavers down sharply.

There are now 52,865 leavers on the register, 23,514 fewer than last month, and only three-quarters of the total for the same time last year. But not all the extra 9,000 participants in the YOP are registered leavers, since the total includes youngsters on the adult register and supervisors.

Vacancies notified to careers officers are also down this month

by 1,853—nearly twice the drop at this time last year. The Special Temporary Employment Programme, which is aimed mainly at the 15-25s, has almost doubled its figures since last month, with 3,000 places filled out of a target of 25,000.

The STEP increase is more difficult to explain than the rise in YOP numbers, which was expected because many of this year's leavers have become eligible to join it only during the past few weeks. A possible explanation is that STEP is now getting some graduates who have just completed the qualifying spell of six months' unemployment.

Tameside head gets damages

A council leader who alleged that children in a Tameside junior school were neglecting their academic work has been awarded substantial damages and costs by the High Court.

Mr Colin Grantham, Conservative leader of the Tameside Council, has paid the undisclosed sum of £10,000 to Mr Colin Blakely, head of Aldwyn County Junior School, Audenshaw.

The proceedings were taken by Mr Blakely after Mr Grantham read

out a letter during a debate on secondary reorganization in Tameside which suggested that children at Mr Blakely's school were neglecting their academic work.

The court was told that Mr Grantham now accepted that any suggestion that the children at Aldwyn were not properly educated or that they had been neglecting their work was "wholly unjustified". He had agreed to apologise and had paid Mr Blakely substantial damages and costs.

New job

Mr Brian Haddow, who was sacked from his post as deputy head at William Tyndale Junior School, after an inner London Education Authority inquiry, has been given a new job by Camden Social Services Department. He is to head the Agar Grove family care centre.

Ploughed back

To make up for last year's cuts from Cambridgeshire Education Committee is to plough back about £350,000 into its schools for the purchase of stationary and textbooks. The committee is urging heads to spend quickly in case of further cuts next year.

What is war like? What is it like to kill and be killed? To be a soldier? I have long been interested by the face of battle to use the title of John Keegan's wonderful book that explores what it was really like to fight at Agincourt, Waterloo and the Somme. So I am always on the look out for a book that is said to give an authentic account of the business of war. I found such a book recently. It is called *Dispatches*, and it is by an American war correspondent, Michael Herr.

Dispatches, as its name indicates, is a series of reports from a war zone, in this case the battlefields of Vietnam. What makes it unusual is the quality of the insight and the writing. It is not difficult to write about war, but it appears to be difficult to capture the authentic flavour of battle and to describe without distortion the feelings of fighting men.

Our attitude to war is ambivalent. That is obvious but it needs emphasis. Neither our hatred of war nor our love of peace is wholehearted. The war in Vietnam was uglier than most. Easy to see war as a noble game when your enemy is Rommel and the battlefield is the Western Desert. Much harder among the rice fields of Vietnam, when your cause is ambiguous and your enemy has many faces none of which you are likely to see.

Michael Herr's description of the Vietnam war is in the best tradition of unsentimental realism: he neither exaggerates nor seeks to

explain away the horrors. War releases some of the ugliest of human responses as well as some of the most noble. Herr is too honest to pretend that some soldiers do not enjoy killing "gooks", as the Vietnamese enemy was called.

He recalls meeting a marine with pictures to show snapshots in an imitation leather folder. Are these the folks back home in wife and kids kept close to the heart? No they are photographs that could be found by the hundred in Vietnam. "The severed head shot, the head often resting on the chest of the dead man or being held up by a smiling marine or lot of heads arranged in a row with a burning cigarette in each of the mouths with the eyes open; the Vietcong suspect being dragged over the dust by a half-track or being hung by his heels in some jungle clearing; a picture of a marine holding an ear or maybe two ears or as in the case of a guy I knew near Pleiku, a whole necklace made of ears."

The point is that the marine is proud of these snapshots. He is not ashamed. "Where are they now?" Herr asks: these men who threw prisoners out of helicopters and enjoyed it. "We had this dead gook and we was gonna skin him," a soldier said. But the lieutenant wanted them that a reporter was on the way. "There's a time and place for everything," the lieutenant added.

I suspect the characteristic British reaction to such horrors is not so much disapproval as distaste.

'This bloke just can't stand black kids, man'

"You take, like, this old bloke teaches in our school, man. The man can't stand black kids. He can't look at me, man. He can't look at my eyes like you're looking at 'em right now."

He tells a white bloke, read this book, do this or that, he's looking at him, man, eye to eye, you know what I mean. He tells me or Peter or Jackie or Snaker, any of the coloureds—that's his name, coloured—the lones at the floor, man."

The words are those of Lanny Wheeler (not his real name), a 15-year-old at school in East London. They are retold by American academic Thomas Cottle, whose book of interviews with 25 London West Indians on prejudice at school and work was published last week.

The book presents a frightening picture by the children themselves of racism in British schools. Lanny says his games teacher avoids touching black children.

It is clear that black children see racism as pervasive. Throughout school and this affects them as much if not more than multi-racial curriculum projects or lack of them, says Dr Cottle, a lecturer in psychology at Harvard Medical School and a fellow at the Centre for Afro-American Studies at Wesleyan University, Connecticut.

"I don't say we should not have multi-racial curricula—by all means let's try anything to make people's lives better—but let's not believe that is going to be a real solution," *Black Testimony*, by Thomas Cottle, Wildwood House, London £5.50.

Caroline Haydon

Polys climbing too high up academic ladder

by Bert Lodge

Polytechnics should get back to being polytechnics, a university professor told a conference of university and polytechnic lecturers at Loughborough University at the weekend.

Professor Bill Wallace, New University of Ulster, a former president of the Association of University Teachers and now chairman of the association's education committee, produced figures to show that since 1970 polytechnics had been moving steadily towards having more postgraduate students, enrolling more full-time and fewer part-time students; putting on fewer non-advanced courses and more advanced ones; and particularly those learning at a first degree, and often at the expense of other advanced courses.

"The polytechnics are in danger of losing their important comprehensive role and so doing the whole system and themselves considerable damage," he said.

At the same time the amount of continuing education undertaken by the universities had increased. About 370,000 students were now following 15,000 continuing education courses in universities from one-year postgraduate revision to short weekend courses in management.

"So at the very time that polytechnics are withdrawing from the sub-degree field, the universities are moving in."

The polytechnics' link with the

rest of the maintained sector being weakened. He argued that polytechnics to reassert their degree and non-advanced status. By 1975, he said, 63 per cent of students in polytechnics were taking an increase of 58 per cent since 1970.

The number of postgraduate students rose by 175 per cent in the same period. The corresponding increase in universities was 100 per cent. By 1975 the first degree was taking up 58 per cent of the technical time compared with 40 per cent in 1970. During the period the amount of work of all kinds rose from 96 per cent with a corresponding drop in non-advanced work.

Mr David Bethell, director of Leicester Polytechnic and a member of the Committee of Deans of Polytechnics, said polytechnics should be granted the right to award their own degrees. It could be subject to accreditation every five years.

Nobody disputed that the Department for National Academic Awards helped to raise standards. "After 10 years of waiting it is surely in the interests of the continued maintenance of standards that the institutions themselves should undertake more responsibility for their own awards."

Lunch duty strain on heads

Mrs Shirley Williams has been urged by the Secondary Heads Association, which represents about 2,800 head teachers, to set up a working party to examine the problem of supervision of school lunches.

Industrial action by teachers had led to an unwillingness to work during the lunch hour, they say in a letter to the Education Secretary. It was once accepted that teachers were obliged to share in the supervision of lunches. But "gradually, and steadily, acceptance of this obligation has diminished."

Knowles takes over

Mr Wilf Knowles, a former head of Rochdale's Belfield Community School, is to take over as head of the education section at the Equal Opportunities Commission. He was offered the job two weeks after he had taken over as deputy head.

Mr Knowles replaces Dr Eileen Byrne who resigned earlier this year. Ms Valerie Hale, who was acting head, has also resigned.

Liaison officer

The Arts Council is to hire a liaison officer. The post will be for a two-year period and has been made possible by a grant from the Gulbenkian Foundation.

The principal of Ruskin College, Oxford, quoted in last week's edition of the Schools Council Bulletin, was Mr H. D. Hughes, who is now at the Gulbenkian Foundation.

PERSONAL COLUMN

John Rao Man the warrior

Even if a soldier does look the bloody clean after bayonetting gooks it is not the sort of thing you mention at the dinner table. We may also feel that the stoned murder that characterised the Vietnam war was something of which British soldiers were not capable.

But there we would be wrong. British soldiers in the aftermath of the Indian Mutiny behaved exactly like American soldiers. I am not sure that characterised the Vietnam war was something of which British soldiers were not capable.

But even in the dirtiest war, many of the universal characteristics of battle are present. It is a tribute to Michael Herr's integrity that these characteristics are not swamped by the horror. For here we find, as in any war, the charms worn by every soldier, the in-slang that every war develops— to be killed in Vietnam was to be "grased"; the nightmares; one major having a recurring dream in which he asked to complete a questionnaire; the first question being: "How many kinds of animals can you kill with your hands?" the men who go mad and hooby-trap their own camp, the medals given (as so often one suspects) to the dying; the "jagging" I went out and killed one Vietcong and liberated one prisoner. Next day the major called me in and told me that I'd killed fourteen Vietcong and liberated six prisoners. You want to see the medal?

But there we would be wrong. British soldiers in the aftermath of the Indian Mutiny behaved exactly like American soldiers. I am not sure that characterised the Vietnam war was something of which British soldiers were not capable.

But there we would be wrong. British soldiers in the aftermath of the Indian Mutiny behaved exactly like American soldiers. I am not sure that characterised the Vietnam war was something of which British soldiers were not capable.

"They're bathing or getting a wash every other day. They're shaving every day, every day. Their mood is good. Their spirits are fine, morale is excellent and there's a twinkle in their eyes."

These are the authentic voices of young Americans. These are the authentic voices of young Americans. These are the authentic voices of young Americans.

These are the authentic voices of young Americans. These are the authentic voices of young Americans. These are the authentic voices of young Americans.

The Dwy-y-Felin Brass Choir will do 'the sort of piece the professionals don't like doing' at this year's School Prom

Neath blows trumpet

by Caroline Haydon

Venice, where the choir will be separated and the "answering" technique became necessary.

It is a long way from St Marks in Venice to St David's Church in Neath, but that is where the group were practising last week.

By putting one group right up against the altar, another in a side aisle and squeezing a third in by the back door they just about recreate the scene in the Albert Hall, where they will be about 70 feet apart.

The Dwy-y-Felin Brass Choir—a borrowed Americanism for brass ensemble—will be playing the weights of its six trumpets, five trombones, two French horns and one tuba behind a spirited rendition of some rarely performed sixteenth-century Venetian church music.

"The sort of thing the professionals don't like doing," in order to perform, the choir has to split into three separate groups of instruments dotted about the vast barn of the Albert Hall "answering" one another, as the technical term has it. That needs on the spot timing, and confidence from the young players, aged 14 to 17 years. They cannot "just play follow my leader," as one put it.

The proper description of the style is "antiphonal," and the piece they're playing is Giovanni Gabrieli's *Canzon a 12 voci*, an existing piece for consensually who will no doubt be familiar with the fact that Gabrieli more often wrote for eight rather than 12 instruments. (Two of Dwy-y-Felin's instruments double on parts so all 14 choir members can play.)

The whole thing, says conductor Idris Rees, started in St Marks,

The choir won a highly commended award at the Festival of Youth in Music in Croydon this summer with a much more modern piece, Russell Woollen's *Triptych*. But then they seem happy dodging between ancient and modern. Their repertoire includes Monteverdi and Scott Joplin, early Bernini Petzel and modern Janáček.

Dwy-y-Felin is a school with a strong musical tradition—it has a junior and a beginner's orchestra as well as a wind band

and the brass choir—in a country justly praised for fostering its music talent, West Glamorgan.

The school's emphasis once tended towards the choral rather than the orchestral in the expected Welsh tradition, but this has changed over the years.

Now Idris Rees, tuba player and former member of the regimental band of the Welsh Guards as well as the Liverpool Philharmonic and the BBC Welsh and Midlands

orchestras, has built up the school's brass.

A peripatetic conductor, he drives more than 70 miles a week round West Glamorgan schools supervising youngsters, and is justly proud of the effort many of them put in.

The keenness of the Dwy-y-Felin group creeps out from under the coolness they pretend to assume. Gradually you discover that three play in the National Youth Brass Band of Great Britain, one in the National Youth Orchestra of Wales, eight in the West Glamorgan County Youth Orchestra and eight in the Country Youth Brass Band.

In addition there are the town bands—Briton Ferry or Glynneath—so it's no wonder they're sometimes "brass banding" four nights a week and Saturday mornings as well.

And what does Idris Rees see as the essential characteristic of brass players?

"Confidence. It's not like speech or piano, where if you make a bad start you may catch up later. If the choir makes a bad start it is disastrous. It spreads right through the group."

At least two of his choir have their eye on playing careers, and others on music teaching. But that's for the future.



Two members of the brass choir at rehearsal.

DES plans in disarray as projections for 1990s collapse

by Peter David

Government plans for the future of higher education have been changed dramatically in face of a continuing failure of demand for places to come up to expectations. Departments of Education and Science have abandoned the forecasts of student numbers on which the recent discussion document, *Higher Education into the 1990s*, was based.

First indications of a serious failure of recruitment were disclosed in October when internal DES figures showed that enrolment in polytechnics and colleges were running some 9,000 students behind expectations.

But further evidence that the anticipated upturn in demand for higher education has not materialised has now persuaded the DES to revise the central projection of student numbers at the heart of its 1990s discussion document is no longer tenable.

A first result of new and lower projections produced within the department is that last year's White Paper growth target of 50,000 new places by 1982-83. The distribution of places between universities and the public sector—50,000 in the former and 25,000 in the latter—will now be changed. But the DES fears that even by 1983 the target may not be met.

A second result of the changed calculation is that the entire public sector—responsibility for which has now to be recast. Three million places will now have to be produced on a different pattern of demand than that in the original discussion document.

A new "high" projection envisages a slow increase in the proportion of under-21s taking higher education (known as the age par-

ticipation rate, APR) from its present 13 per cent to nearly 14 per cent by 1982-83. This would bring total HE numbers that year to 560,000—nearly 57,000 fewer than predicted in the original "high variant" in the discussion document.

● A new "central" projection expects the age participation rate to fall slightly and then rise to 13.2 per cent in 1982-83. Numbers in that year would reach 544,000 instead of the 581,200 predicted in the original central variant.

● A "low" projection anticipates continuing decline in the APR to about 12.6 per cent in 1982-83; bringing student numbers then to only 531,000 in place of the 542,000 in the earlier low variant.

The DES has, however, balked at the notion of revising its targets into the 1990s. It regards the APR rate as so unpredictable as to make sensible planning on that time-scale impractical. A single percentage rise in the APR before the 1990s could add up to 31,000 students.

But the new projections for the early 1980s make it clear that the assumptions in the discussion document of a rise in the APR to 21 per cent by 1994 (high variant) or even 18 per cent (central variant) are highly optimistic.

One of the most significant factors in the disappointing number of school-leavers achieving qualifications which would enable them to enter higher education.

The decision to retain for the present existing plans for the distribution of numbers between the polytechnics and the universities is being interpreted as a gesture of faith in the public sector. The bulk of the restructuring effort is in the public sector, and the University Grants Committee regards itself as on target. It has not several thousand students above for its share of the 560,000 total—THS.

First move to set up conditions team

First steps towards setting up a new body to negotiate teachers' conditions of service were made this week.

The National Union of Teachers announced that it will put forward proposals in January for formal representation of teacher unions on a committee which will discuss working conditions.

Up to now the constitution of the existing machinery has been informal. Teacher unions have had talks with local authorities, but agreements reached have not been binding.

Now that plans for establishing a formal negotiating forum on conditions of service are being mooted, the need for proper representation has become clear, the union said.

The union's thinking tends towards the system adopted in local government, known as the Whitley Council, where representatives of authorities and workers conclude binding agreements. The National Association of Schoolmasters-Union of Women Teachers also favours this approach but is wary of the NUT's immediate desire to decide on how many seats each union should have.

Mr Bernard Wakefield, NAS-UTW, assistant general secretary, said the Whitley system had much to commend it but there was a danger that the NUT would pick out those aspects of the system which it found favourable and leave out the rest.

"We don't want any fatters," Mr Wakefield said. "We don't want the NUT to have an overall majority."

The NAS-UTW has withdrawn from tripartite talks between unions, local authorities and Government on the induction of newly qualified teachers into the classroom. They will not attend meetings because the National Union of Teachers has been given more seats than all other unions combined.

Stephen Cohen

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TEC aims to establish an A level equivalent

Informal talks have begun between the Technician Education Council and the Council for National Academic Awards on the possibility of a TEC equivalent of A levels.

The examination, which would be intended for the most able, would be offered to further education students as a preparation for entrance to university degree courses in science and technology.

Mr Francis Hanrott, TEC's chief officer, said this week that the Standing Conference on University Entrance, which represents the universities, was being invited to join in formal discussions.

If agreement was reached on the need for a TEC examination, it would be offered only to colleges in the first place. "If later we see a demand from the schools to be allowed to offer the course, we shall consider it on its merits."

The Technician Education Council and the CNA had begun to think in terms of a new examination because the existing OMD courses were attracting relatively few students and were said, rightly or

wrongly, to carry less weight with some university admissions staff.

Only about 7,000 college students took the OMD science and technology courses, as compared with about 25,000 who went for A levels in the same subjects.

A few schools were already offering pupils the TEC One and two foundation year for technological studies, said Mr Hanrott. They were not able to obtain the course materials direct from TEC, but were making link arrangements with colleges. We have no plans at present to offer a course direct to schools, but we work on the principle of responding to a clear demand.

Some trainees in Skill centres under the Government's TOPS adult retaining scheme were now working for the first time for TEC awards in engineering and electronics. Discussions were under way with the Manpower Services Commission's training services division, which wants to expand technician training, on ways in which TEC could validate other courses.

Regular checks to be made on youth employers

The Manpower Services Commission is about to start a full and regular check on how employers treat young people placed with them under the Youth Opportunities Programme.

Mr Geoffrey Holland, the commission's head of programmes, says that all work experience schemes, whether run by private employers or by voluntary organizations, will be monitored continuously. Promises will be visited at the start of the scheme and again at the end of the year. Training workshops, which the commission thinks are likely to need closer support, will be visited more frequently.

The Commission is increasing the size of its area teams to carry out the checks.

The new arrangement will go some way towards allaying widespread misgivings among youth and voluntary agencies, and some education authorities, about the present dominance of the programme by work experience with employers. Because this is the easiest and cheapest option, to provide for youngsters, it has expanded very much faster than other kinds of opportunity in the programme.

Until now employers have been able, short of complaints by youngsters concerned, to use them however they choose.

School to work

'Talk-in' help plan for jobless leavers

A scheme to provide work experience vicariously for jobless leavers is to be tried out by the Manpower Services Commission. Young people will learn what work is like by meeting regularly with adults from industry.

The scheme has been drawn up by the Grubb Institute of Behavioural Studies, which specializes in research and training in group dynamics. It will depend on the youngsters agreeing to join in counselling groups, which will be led by the adults. These will include single-figure workers.

Counselling groups in which unemployed youngsters get together for mutual support and to keep in touch with job finding and training services already exist in some parts of the country. The commission is already helping to fund a big

scheme in the West Country. This is run by the National Extension College and Westward Television and is built round a weekly television programme. A similar scheme is being developed in Scotland.

But the nub of the Grubb Institute scheme is the use of adult workers in the groups to exchange ideas with the youngsters. As well as helping the leavers to understand the adult world and learn how to go about finding permanent jobs, the groups will give the adults a chance to get to know the young.

Adults, the institute says, often underestimate the work potential of young people, and feel they have little to offer the young. "Working in these groups should help to get rid of some of these misconceptions."

It would also be a chance for some practical experience and for some leading and supervising people.

The institute is to be a pilot study of the scheme, commission in London, and pilot studies in the West and Glasgow. The project, evaluated by a panel of both sides of industry, will be a joint venture with the Manpower Services Commission and other groups.

Although the scheme is mainly at the youngsters who have part-time work will be able to join groups, and will meet for two hours a week.

Notes from the workplace

A setback for thrifty Tories

There was hollow laughter in Whitehall this week at Birmingham City Council's bold idea for protecting the public purse from workshy young people.

Last week the TES reported that the city's education committee chairman, Mr Neil Scrimshaw, is likely to get a good deal of support from his fellow Tories at next month's conference of the Association of Metropolitan Authorities for a resolution calling on the Government to tie social security benefits for the under-18s to some form of training or community service.

The problem, Mr Scrimshaw was reported as saying, was that while youngsters can draw benefit as of right, some of them do not want to do anything in return. But it seems that, whether or not this is the case, it is overshadowed by a rather bigger problem of which the Birmingham Tories are apparently unaware—that youngsters who volunteer for unpaid community service are likely to lose their benefit.

If Mr Scrimshaw were to persuade the Government to change the rules, it could mean that more social security money would have to be paid out.

The Department of Health and Social Security say that at present it is left to local offices to decide whether the fact that a youngster is busy on voluntary service means he is unavailable for work should a job turn up, or "available" in a rigid condition for benefit although the Education Secretary has persuaded her colleagues at the Department of Social Security to relax it for youngsters who want to take part-time courses at colleges.

The agencies concerned with the matter at next week's meeting of the Parliamentary Youth Lobby, at which Gerry Fowler will preside in the absence of chairman Ted Heath.

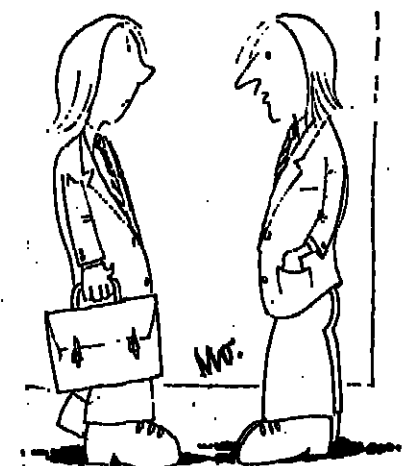
Acceptable face of paper

Mr Alex Jarratt, chairman of Reed, the international paper-making giant, is fervent in his determination to improve industry's image in schools and universities. He takes every chance to talk to pupils, and insists that his managers do the same. His secretary has instructions to make sure he sees every invitation from a school to speak, whether or not his diary is full.

It is difficult to imagine anyone more likely to persuade teachers of the value of industry, and indeed of capitalism, more acceptable face. Mr Jarratt himself started out in the public service, was quickly tagged as a Whitehall high flier, and reached the senior ranks of the Civil Service before deciding, while still in his forties, to switch to business.

As a civil servant, he did much to improve Whitehall's image with people in industry—including some in the nationalised industries, who often are his bitterest critics.

Some people thought in the mid-sixties, that, as head of the gas division at the then Ministry of Power, he was by far the best spokesman the rapidly expanding gas industry had. His brilliant championship of gas as a visiting lecturer to the British Transport Staff College, for instance, was distinctly unsettling: the British Rail executives on the course wanted to know why their top men at the Ministry of Transport were not like him.



Coaches arrive at last

The Grubb Institute scheme will have a familiar ring for many people in the education service. It is, in fact, a nibbification of the plan for industrial coaches to guide and supervise the training of young workers which the institute has been advocating for some years. The big difference is that the youngsters in the Manpower Services Commission scheme will be mainly those on the dole.

The idea of industrial coaches was first aired by the institute's John Bazalgette (pronounced Basil Jet) in his widely quoted study of school to work transition in Coventry. The Bazalgette study, commissioned by the Home Office, took four years, but was still one of the first pieces of major research in this field when it was completed in 1975.

Its findings, circulated to a limited number of people in Whitehall and in various bodies concerned with education and manpower planning or research, helped to convince policy makers of the need to do something to help leavers into adult life.

More important, it provided powerful backing for those in both camps who questioned the relevance

of what pupils were being taught in schools as they were leaving age.

Although Bazalgette was critical of employers, he makes particularly interesting reading for teachers, in that he has been able to make a case for the value of the industrial coach idea. It must make him happy that the Commission's decision to favour industrial coaches over some of the other ideas concerned with education (dustry) coincides with his own, in paperback, *School Life and the Study of Transition in Coventry*, £2.95.

Now for 'external' interviews?

If the outside world were to enter the classroom may it be a staffroom too? It is a question that has been asked in the past, and may be asked again. It is a question that has been asked in the past, and may be asked again.

There is still no agreement over how any "race" question—one that attempted to seek information about a child's background—should be phrased.

Two pilot projects, one run by the Inner London Education Authority and the other by HMs at the Department of Education, have attempted to tackle this thorny question.

They have had to tread very carefully. The DES abandoned its own collection of statistics in 1972 after mounting criticism about its figures, which covered only "immigrant" children who had been in Britain less than 10 years, or whose parents had lived here less than 10 years.

Now the question is considered delicate that the paper detailing the findings of the ILERA project—discussions and trial runs with various questions in more than 30 authority schools—has all surfaced, although the exercise was set up this summer.

It is therefore impossible to discuss the impact of the project. Although it is known that three schools out of the 35 originally approached by ILERA were unhappy about the exercise for the authority to be forced to withdraw after initial discussions.

The HMI project is solely for

Labels and damned labels —the thorny question of race statistics

How do you categorize a West Indian child born in Britain—and why?

The education world is split over whether there should be a collection of statistics which distinguish black children. While the Government, the Commission for Racial Equality, the National Union of Teachers and various groups concerned with multi-racial education officially hold collection on the grounds that it will help black pupils, there is much concern at local level.

Teachers on whom the collectors would eventually rely—are still worried about the possible misuse or abuse of figures.

More than six months ago the Government announced in a White Paper that it would investigate the possibility of reintroducing a national collection of statistics about racial background.

Suitable statistics and information compiled nationally might be of help in determining where guidance was needed, directing attention to particular groups of pupils and raising teachers' awareness of need, it said.

A case should be made on collecting information about West Indian pupils in ESN schools and on the number of minority group teachers training and in service.

The Government also supported in principle the idea of monitoring the performance of black pupils. But that is a question still to be considered by the long-awaited Government inquiry on the needs of minority pupils, and the one which raises the most doubts.

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Science is vital, primaries told

By Sandra Hempel

Heads of primary schools and their staffs should now be diversifying ways of tackling science teaching, Dr Margaret Collis, of the Learning from Science Project, told a conference in Birmingham at the weekend.

One way would be for the head to appoint consultants from among staff members who were being paid for extra responsibilities.

The teaching of science in primary schools was vital to a child's development, she told the conference which was organized by the Primary Schools Research and Development Group and the Association for Science Education.

It should be done through encouraging a child's natural curiosity and interest in the world around him rather than through adherence to a strict syllabus.

One of the most important tasks was to provide a balanced curriculum. It could not be balanced unless it increased the child's experience of a wide range of subjects which must include science. It would not mean finding extra time on the syllabus. In most cases, something very like science was already studied under another name. It was more a question of improving the quality of what was already taught.

It did not mean that specialist teachers would be needed. It meant that one member of staff would be able to provide others with help

with the teaching of a particular subject.

"There is a need for an interchange of the expertise of teachers," she said. "It will not mean that consultants will order other people around, but that there should be a dialogue between teachers which is encouraged and promoted by the head."

Many resource areas were full of books, tapes, pictures and maps but few had materials that a child could handle and use. "What have you got in your resource areas to make your classrooms more stimulating and able to excite curiosity?"

Child-centred learning, where work was related to the child's own interests and proceeded at the child's own pace, was considered by many to be the only morally correct teaching method, said Mr Roy Richards, senior lecturer at Goldsmiths College in South East London and director of the Learning from Science Project. This was because it was the only method that showed respect for the child as a thinking individual with a distinctive point of view.

It is a viewpoint with which I agree, with the important proviso that we show the child what is interesting about his interests."

It was disturbing, that the DES report *Primary Education in England*, emphasised the lack of science teaching in primary schools. "If we accept the suggestions of Nuffield that latent qualities are there, then we have to develop them. If we don't start doing this, we are driving children of a whole way of knowledge."

The Learning from Science Project was tackling the writing of work card material, he said, and hoped to have time to research pupil material generally.

Assessment of Performance Unit, Mr Gail Williams, head of Walthamstow primary school, Liverpool, said it was set up in 1974 to take a snapshot picture of education in Britain.

It would not test children in a way that would pre-determine the content of syllabuses. "I don't want to set questions, with every teacher in the country teaching the same sort of science," he said.

The APU did not intend to assess individual teachers or individual children. It wanted to measure performance generally and it would show the excellent progress that was going on in schools.

If many schools were not doing science now it was hoped they would be encouraged to think about it.

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Caroline Haydon

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City and Guilds foundation courses are undoubtedly a success. To many pupils they have restored meaning to school. But is the vocational concentration they demand ultimately limiting? Bob Doe and Kevin Haddock look at the arguments

Foundation for a life?

While controversy rages about the place of vocational training in schools and there is still uncertainty about the new sixth-form CSE exam, the 3,000 entries this year for the City and Guilds foundation courses are expected to double in 1979.

With rising youth unemployment, these courses are claimed to have the power to motivate some pupils, especially when they include work experience. In the fourth and fifth years, and the one-year sixth-form, they seem to put a new sense of purpose into education for those who would otherwise have little success at school.

For fourth and fifth-formers, it is claimed the new enthusiasm carries over into the CSE courses offered alongside them. Pupils previously thought to be of quite modest abilities achieve remarkable results.

But all this is not without cost. The different approach of the foundation courses and their heavy organisational load make demands on teacher time. And where they are part of compulsory schooling, the early specialisation and narrower curriculum may impose pitches them into the centre of the controversy about the common curriculum and the purpose of secondary education.

The foundation course approach differs from that of most school courses. It is intended to be a single, full-time course made up of six units, graded units that "develop the interests, abilities and talents of young people, satisfy their vocational needs and provide a basis for integrating and continuing their general education", to quote the City and Guilds Institute.

Half of the six components cover the structure skills and technology of the single industry which the pupil chooses from those offered for study by the school. So far the eight industries created by the Institute are construction, engineering, science, food, community care, agriculture, commerce and distribution.

The three other components are of a more general education nature — communication and essential numeracy, careers education and liberal studies type "optional studies".

Only the industrial and communications parts of the course are examined by the Institute, and



to use a certificate all examined parts have to be passed, as well as school-based assessment.

The speed with which the courses have been developed means that guidance from the Institute on what is expected, and the availability of suitable teaching materials is patchy. For some courses there are still no materials. This puts a big curriculum development load onto teachers.

The teachers are also expected to work in a way that is unfamiliar to most of them. The general education parts of the course are supposed to be linked with the practical and vocational. The maths and English are supposed to reflect the needs of specific industry. This

Many schools offer the courses on a linked basis with local technical colleges. This relieves the pressure on the schools' technical staff and equipment but adds even more to the coordina-



tion of the course. There is some scepticism about the ability of schools to achieve the ideals of the course using only their own resources, though 68 of the 248 fourth and fifth year courses and 98 of the 217 sixth-year level courses are provided on this basis.

Pupils on foundation courses also seem to be successful in getting jobs. It has to be said, though, that the value of the course as a way of leaving qualification has still to be proved. Their acceptability to employers and further education colleges is still an unknown quantity, and the Institute recommends schools to check first.

Some critics complain that the courses raise pupils' expectations unrealistically. This is said to be particularly true of the community care course, which does not give access even to the first rung of the ladder for jobs in nursing or welfare work.

Most schools allow their fifth year foundation courses to enter for a limited number of courses as well, usually maths, English, The City and Guilds Institute claims that the courses engendered by the course over into the CSE work, with improved results.

But the findings and CSE results in these subjects are rather mixed. This can be compared to integrated approach expected of subject teacher or mean that time has to be set aside in the time already supposed to be a full course. This, in turn, leaves little time for other subjects, and the pressure on the teachers is unrelenting.

There are those, however, who believe that the courses can provide a new departure for some, but the material is subject-based, and the methods can be very similar to those already encountered before going into the sixth-form. There is also a lack of opportunity for relating general education to the world outside the school.

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Better employment rates do seem to follow from successful completion of foundation courses from the limited evidence that is available at present. Some of those who stay on to miss apprenticeships because they are too old at 17. But many others benefit from the better understanding they have of the world of work, and the closer links that their schools have with employers, as a result of their partnership in providing the courses.

The pros and cons of early training

The early specialisation and curriculum they impose put the debate about exactly what a child has a right to receive compulsory schooling.

In the case of pupils in the course in the fourth year, choice has effectively been made at the end of the third year when some pupils may still be in the fifth year usually subject limitations on foundation courses.

The dangers of what is called this "early training" are obvious. They could equally be to some option schemes, the concentration in foundation on a single industry, chosen by the time a child has a degree of maturity about the general direction of their careers.

Some children are ready to make vocational decisions before 16, but not all can be expected to know their own minds, or to have the full potential of a child of 13. The degree of maturity in opening for a foundation course varies from school to school, but usually involves the consent of all but a limited number of subjects that could subsequently be worked up into a CSE or GCE.

Critics of the course claim that concentrating on narrow, specific subjects could result in a loss of the broadness of a general education. They argue that the course is a form of "early training" which could result in a loss of the broadness of a general education. They argue that the course is a form of "early training" which could result in a loss of the broadness of a general education.

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Women graduates turn away from teaching

Women graduates from Oxford are not doing their own teaching, rather like a housewife, Mrs Mary Bennett, principal of St Hilda's College, said last week.

Announcing her findings to the Girls' Schools Association conference in London, Mrs Bennett said that young women found it more profitable and agreeable to become lawyers, instead of teachers. But in her comparison of the jobs, Oxford women went into teaching in 1967 and 1977, she discovered some patterns to approve of.

Graduates were more ready to turn their hands to a variety of work. They expected to change their job much more than they used to and did not necessarily stick to a career that does not suit them. Hence the Oxford women graduates, who become harpists and jazz pianists.

"The doors are much wider open to the freelance and the skilful and any man and woman is, I hope, ready to turn off old careers, see what they really like doing and do it," she said. "I am beginning

to think that secretarial work is a very good basic training, rather like cooking. You can earn your next meal with it, and it is a base from which to move on to other things. I should not have thought that 20 years ago. There were now no taboo jobs for Oxford women graduates. It was all right to do manual work or furniture restoring which old-fashioned dons would previously have frowned on.

A breakdown of the figures revealed 90 women entering teaching in 1967 as against 76 in 1977. The biggest drop was in those wanting to become science teachers. Ten years ago no Oxford women graduates were going into accountancy or hospital work; now 18 were going into each.

In 1967 four opted for the law; in 1977 the number had risen to 34. Both law and accountancy could serve people in a number of different sorts of job. The number of Oxford graduates not getting a job was extremely low, about 2 per cent, much lower than any other university including Cambridge.

But another working paper had shown that if general studies and private study were reduced to 15 per cent of the teaching week, this would allow 60 per cent of a level

time for N level and 80 per cent for F level.

"The danger could be in over-teaching—the lack of creative private study."

The use of time and of teaching resources, varied tremendously from school to school.

About half the 19 schools chosen as case studies found they could organize N and F syllabuses and timetables more economically than those for A level. The resources survey, which was also undertaken, suggested that the new proposals

could be met within existing resources of staff and rooms.

It was clear, she said, that the size of teaching groups would follow a definite pattern. N groups would be larger than A level groups in all subjects, with minority subjects such as economics, music, Latin and German more viable. F level groups would be usually smaller than present A level groups but would be more homogeneous.

"There is great flexibility in the system. Decisions will be made at the point of actual knowledge, that is, within the school."

The survey had also shown that as many as five subjects which achieved that broadening of studies which both industry and universities wanted for sixth formers.

With five subjects more than 80 per cent of students chose them from three or more of the subject areas offered. These were arts, science, social studies, others, indeed, more than 25 per cent chose them from four of these areas. But at present more than 75 per cent of those taking A level subjects from only two of these areas.

The colleges which still exist for women only are St Hilda's, Somerville and St Hugh's, and for men only, Christ Church, Merton and Oriel, although Merton is preparing to go co-educational in 1980. Women now took up 20 per cent of the places against 35 per cent at universities nationally.

Lord Blake said girls stood a better chance of getting into the single-sex women's colleges at the moment. "They will be just as well taught there, they will often be more comfortably accommodated, and some at least will find the atmosphere more congenial."

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Mary Bennett addressing the conference.

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Subject by sex in the co-ed college?

One of the effects of co-educational colleges at Oxford may be a polarization between the sexes in the subjects they choose to study, with women monopolising English and modern languages and men the science subjects.

This was as far as Lord Blake, provost of Queen's College, was prepared to go in speculating on the changes women would bring to the men's colleges now going co-educational. "We are faced with a new and largely unpredictable situation," he told the conference.

For the first time the number of men at Oxford had declined by 260 this year. The number of women "freshpersons" had risen by 310, which meant there were now 2,503 women entering Oxford against 4,260 men. The total number of students in the first year had risen by 50.

It was clear that the immediate effect was a substantial move away from the single-sex women's colleges, "but I am not quite so sure that this will be the final pattern after experience."

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Practical solution to the 'new sixth' dilemma

The growth of foundation courses at sixth-form level comes at a time when there is considerable interest in the question of what is a suitable curriculum for the increasing numbers staying on at school after 16.

Traditional GCE A and O-level courses are unsuitable for the majority of these new sixth-formers, but as yet no general agreement exists on alternative courses, such as the Certificate of Extended Education.

Both the CEE and the City and Guilds foundation courses are among the various non-A-level possibilities currently being considered by a committee set up by the DES under the chairmanship of Professor Kevin Keohane. They are also at the centre of the present two-year study of one-year courses for 16-year-olds being undertaken by the National Foundation for Educational Research.

While it looks as if the Keohane Committee will recommend the long-awaited approval of the CEE, it will not rule out the foundation courses. For the one-year sixth-former these will probably have a growing importance.

What seems to have led to the popularity of foundation courses among non-traditional sixth-formers is their vocational orientation. Such sixth-formers say that they give relevance and a sense of purpose to their general desire to stay on at school.

Pupils who, on entry to the sixth form, have only a vague idea as to their future choice of career, are assisted in making their ultimate choice by the variety of experience which a foundation course provides.

Although the courses place heavy emphasis on basic skills commonly associated with the world of work, each course is wide enough in scope to leave the variety of jobs which are actually covered.

Most other one-year sixth-form courses are either vocational, with going even more specialised previously

covered, using similar methods and materials to those already experienced in the earlier years at school. This can be depressing, for pupil and teacher alike.

According to evidence collected by the NFER, those entering the sixth-form with average CSE scores seldom achieve satisfactory results at O level. Many achieve no significant improvement in their qualifications after the extra year at school.

The CEE can provide a new departure for some, but the material is subject-based, and the methods can be very similar to those already encountered before going into the sixth-form. There is also a lack of opportunity for relating general education to the world outside the school.

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Spain

Technical training 'needs a change of image'

from James Connell

BILBAO The first congress of *Formación Profesional* in Madrid has raised hopes of rescuing Spain's long neglected technical education programme from the academic doldrums.

So far any attempts to provide middle level technical training have never got off the ground. A patchwork of muddled legislation provides for post-middle school technical training at state and private centres throughout the country.

Speakers at the recent congress emphasized that Spain's educational pyramid was dangerously inverted and the failure of the technical education programme was a major contributing factor. A change of image was needed in order that the programme lose its second rate connotations.

The state director of middle education claimed that the funding

system whereby university students received subsidies making their contribution to fees a mere £70, as opposed to an estimated £400 contribution students had to make at certain levels of the technical courses created a social injustice. In the light of the almost non-existent graduate job market a useless élite, he claimed, was being trained at the expense of an area where there was a very real demand.

Indications that Spain's middle school education options may eventually be covered by one comprehensive type institution came from the director of a powerful private educational group known as *Ponencia*. For the past three years this organization has run an experimental programme where both the academic and technical courses were compatible and a flexible system of interchange allowed.



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Australia

Vouchers come in from cold

from John Kirkaldy

SYDNEY

The Australian education system should consider introducing vouchers according to the recommendations in a Schools Commission discussion document which looks at commonwealth-state arrangements for funding government and non-government schools.

The commission, set up five years ago to make recommendations on funding for all Australian schools, has always opposed the idea of vouchers in the past and this is the first time it has analysed the issue at length. Such an approach, the paper says, "could well revolutionize the structure of education systems and certainly holds the promise of a changed relationship between users and schools". It estimates that a voucher scheme would mean a massive increase in government funding to private schools, requiring SA\$713m—an increase of about SA\$397m—in next year's federal allocation to non-government schools.

However, the discussion paper outlines a number of alternatives to the present system, without stating any preference.

The funding of schools and its implications for federal-state relations is a highly controversial topic in Australian education. Schools, unlike tertiary education which is entirely federally funded, are a joint federal-state concern and the complex arrangements involved have often been attacked as cumbersome and inequitable.

The commission is particularly critical of arrangements for the funding of non-government schools, which include some of the country's richest and most elite institutions and some of the poorest (often run by religious bodies). It attacks the present *laissez faire* attitude and the present six-level system of finance whereby the commonwealth directs the highest payments to disadvantaged schools.

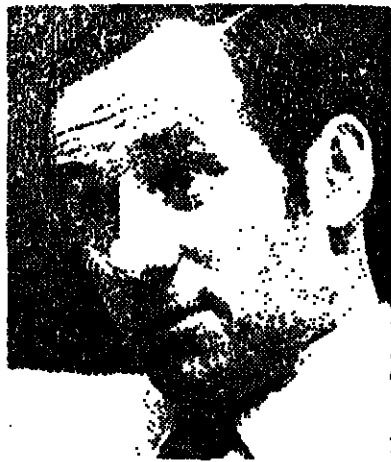
According to the commission, this has meant an increasing commitment by the federal government to the non-government sector and it calls for a sharing of responsibility towards the whole education sector by both the commonwealth and the states.

It lists "three unfortunate features" of the present financial arrangements. First, the federal government's direct financial commitment gives the impression of being increasingly directed away from government schools. Secondly,

Jobless leavers

The Australian Bureau of Statistics estimates that unemployment among 15-year-olds who have left school was 27.6 per cent in August.

Unemployment among the various other teenage groups was: 21.7 per cent for 16-year-olds; 15.7 per cent among 17-year-olds; 13.6 per cent among 18-year-olds and 13.2 per cent for 19-year-olds. The figures show that 197,300 teenagers left school between January 1977 and August 1978.



Ken McKinnon, chairman of the Schools Commission which suggests vouchers could "revolutionize" the education system.

In spite of increased federal financial commitment to them, little progress is being made in bringing disadvantaged non-government schools closer to government school standards. Thirdly, the introduction and development of special programmes, which continue to be a mainly federal responsibility, will be financed for the most part by reductions in commonwealth spending on other proposals unless there are increases in future funding.

The assumptions on which federal funding has rested (and on which the Schools Commission was founded) to improve operation. Under the present arrangements, according to the commission, it is impossible for governments to plan coherent programmes for assisting private schools, or to establish conditions under which assistance can be made available.

Funds for schools are being decided very much on a year-to-year, collective bargaining basis, it says. As "private efforts" at non-government schools have declined, so they have become increasingly dependent on public funding.

These criticisms raise some controversial questions. If federal or state governments contribute an increasing amount to non-govern-

West Germany

Firm no on plan to bring in greater central powers

by David Dungworth

The end of the debate on the so called "Defects Report" (TBS, May 19) which suggested greater educational powers for the Bonn authorities, saw the representatives of the *Länder* in the upper house of the West German Parliament reaffirming their support for the country's federal system of education.

Their decision was expressed in a resolution, tabled by the Saarland and approved by all the *Länder* except West Berlin, which also rejected the central government's criticism that federalism had led to an unacceptable diversity in educational provision between one state and another.

This charge had been made in the report, published by the Federal Ministry for Education and Science last February, which examined areas in which the tendency of the *Länder* to go their own way has resulted in wide variations in policy and practice. These had created a state of "cultural chaos", it said, which was hampering progress towards equality of opportunity and was especially damaging for the 162,000 children each year whose families have to move to a different part of the country. Only the best pupils are able to cope with such a move without having to repeat a school year.

To remedy the situation the report proposed that the authorities in Bonn should take over from the

ment schools, for example, by increasing the enrolment policy composition of school.

And if funds for private schools are sufficient to break the financial barrier of fees, it is a danger that government might become second-rate patrons serving only children whose parents are unwilling to meet even low fees in schools.

The commission suggests a number of options to the funding to private schools, including a complete government funding of private schools.

This more immediately addresses the schemes assumed by the continuation of the present system of federal, state and funding.

The paper also looks at which there could be provision among government schools of facilities between public and private schools and a proportion of individual schools into public schools.

The balance between public and non-government schools, which the headlines in June 1978 when the federal government announced an increase of recurrent expenditure for government schools for 1979, the expenses of non-government schools were already high, while capital grants were cut by 50 per cent.

Non-government schools were reduced by 50 per cent. The government's decision was denounced by government and teachers' unions.

The commission hopes that now be widespread public opinion on the subject of school funding and will be setting up workshops in the *Länder* to facilitate this process. The federal-state relations will be once more in the spotlight with the forthcoming meeting of the Australian Education Ministers (consisting of federal and state Ministers of Education) due shortly.

Republic of Ireland

Industry worried by lack of skills guidance in schools

from John Walsh

DUBLIN

Irish parents and teachers know remarkably little about industrial work according to the Confederation of Irish Industry (CII) which complains that all too often children are still advised to take a white collar job in the banks or civil service.

The CII believes that the rewards of technical skill and knowledge are not understood nor advocated. The confederation, which represents private and state sponsored enterprises, has been trying for the past few months to bring about a change in attitudes and has been recommending a closer match between the needs of industry and what is taught in schools.

Part of the CII's concern was prompted by a survey conducted among firms which reported serious shortages of skills in personnel such as fitters, plumbers, draughtsmen, sewing machinists and engineers. The industries surveyed predicted shortages over the next five years in many crucial skill areas and said the survey had been sent

to government departments and agencies, including educational bodies.

Irish industry is expanding at a very rapid rate, traditional firms which could only survive behind high tariffs have disappeared and have been replaced by industries based on new technologies and the CII is anxious to ensure that the trained personnel are there to meet the demand.

One of its main complaints is that the proportion of leaving certificate students taking science subjects is not enough to meet the needs of a modern economy. Last year only 13.4 per cent of those sitting for the leaving certificate examination had physics as a subject, 19.3 per cent had chemistry, 21 per cent economics, 20.3 per cent accountancy and 26 per cent business organisation.

The best example of the mismatch between industry's needs and what schools teach was shown by the modern language taken by students last year. Over half the pupils at leaving certificate level were studying French but only three per cent had an opportunity to take German, even though Germany was Ireland's second biggest trading partner last year.

Sweden

Remedial help is well integrated

from Colin Narborough

STOCKHOLM

The majority of Swedish children with educational difficulties or handicaps currently attend ordinary schools and are taught together with other pupils, according to a survey from the Swedish Institute. It says this is in line with the principle that the education of such categories of pupils should be marked by integration and coordinated remedial teaching. This aspect of education has evolved to the point in Sweden where it is difficult to draw a dividing line between different categories of pupils, the survey says.

Spot checks indicate that 22 per cent of comprehensive school pupils receive remedial teaching at any one time and that 35 to 40 per cent receive some such teaching during the course of the year.

Remedial teaching is not regarded as a specialist activity here, nor is it discussed in isolation. Instead the emphasis is on how it can be provided by teachers and pupils to ensure maximum individual involvement. For this reason the concept of remedial teaching is not dealt with in planned curricular reforms. Remedial classes in the conventional sense have been replaced by a growing extent by coordinated remedial teaching clinics where attendance can vary from one hour weekly to several hours daily and where teachers are in charge of the clinics. Pupils are removed from the classroom only when they are considered to have overcome their particular difficulties.

Remedial clinics, described in the survey as temporary supportive measures, are for socially maladjusted pupils who frequently spend the whole day there throughout the year. Here too, the aim is to return pupils to normal classes as soon as possible.

The changing pattern in remedial teaching is reflected in a 1975 survey which showed that remedial clinics had been expanded from 10 in the mid-1960s to 100 in the mid-1970s. The number of remedial resources, compared with 10 per cent for clinics and 10 per cent for co-education. Subsequently the balance has shifted still further towards the latter two categories.

The bulk of resources are concentrated on junior and middle levels with marked falling off in the higher stages of the comprehensive school. The survey says co-ordinated remedial teaching in Sweden has increased its scope to enable pupils to receive highly individualized help in individual subjects.

France

Happy children-but inaccessible heads

Guy Ott on what French parents think about

teachers, school holidays, private education, sports coaching, continuous assessment...

PARIS

Most French parents think their children are very happy, or at least reasonably happy, at school. This is the main conclusion of a survey of 2,000 parents carried out by students at the *Le Havre* (Normandy) Higher College of Commerce and commissioned by the moderate parents' federation, the *Fédération Générale*.

Few French parents reckon to have any difficulty in gaining access to schools or to contact members of the teaching staff. Fifty-eight per cent said they had no problems at all in this regard. Few under six out of 10 met with teachers to discuss their children's progress, at

least once or twice a term and sometimes as much as once a month. If teachers are readily approachable, administrators, it seems, are not. Few parents had dealings with the school administration, eight out of 10 parents reckoned to meet administrators no more than twice a year—the head teacher is regarded as an administrator rather than a classroom teacher.

Among other findings was the fact that many parents in France are strongly in favour of changing the timing of school holidays: 78.4 per cent would like the long summer vacation—usually around some two and a half months from the end of June to mid-September—to be shortened by a fortnight and the somewhat brief holidays at Christmas and Easter to be lengthened.

Changes in the working week are also looked upon favourably by parents. At present it is usual for French school children to take the whole day off on Wednesdays and to work on Saturday mornings. 55 per cent of parents reckoned it would be better to make Wednesday a half day and to abolish Saturday classes entirely.

The continuation of non-fee-paying education is a priority for parents. This is particularly significant since over the past 10 years or more governments have successively

increased the subsidies to the private sector on the grounds that this would be one way of increasing parental choice. In spite of the publicity attached to this question by M René Haby, until recently Minister of Education, the issue of parental choice is of little interest to the average French parent. Six parents out of 10 were in favour of increasing the amount of sports practised in school, in direct contrast to the recent reductions in this area resulting from government cut-backs. Just over half (52.6 per cent) thought greater parental participation in school life was desirable and some 51.5 per cent saw the major priority as being the reduction in class size.

Another straw in the wind appears to be the growing support of parents for the introduction of continuous assessment in both primary and secondary education to replace examinations. Half the parents in the survey backed this proposal.

In spite of these occasional flashes of radicalism French parents remain rather conservative when it comes to modifications to either the weekly work load or to the contents of the syllabus and curriculum: 79.1 per cent want them to remain as they are despite their often encyclopaedic dimensions,

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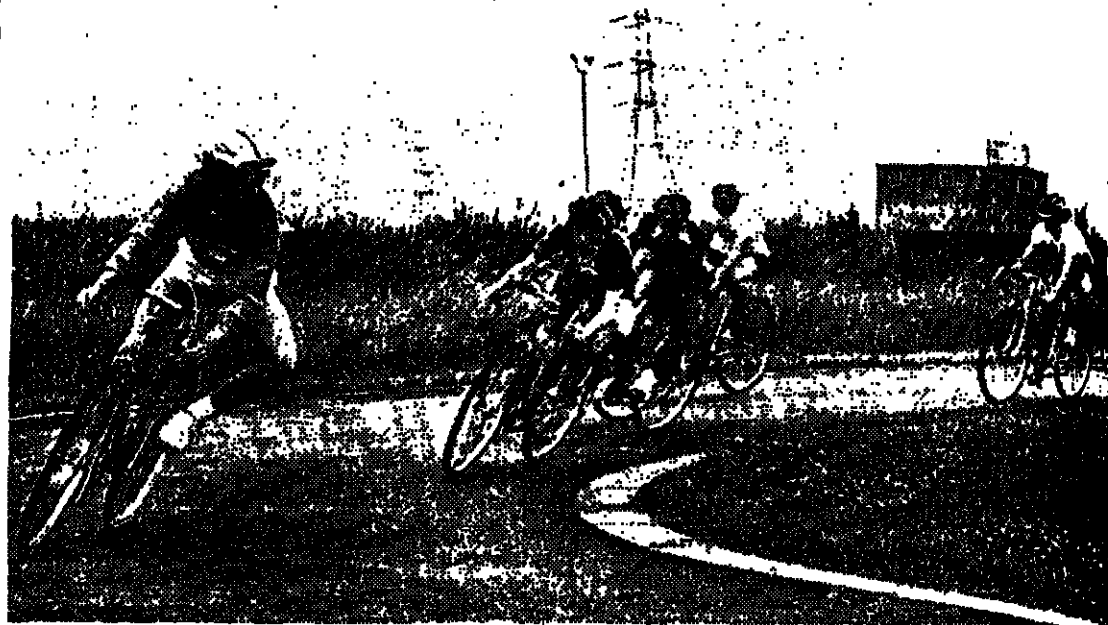
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Sport

Cyclists line up with famous



Eastway circuit: nursery for cycling champions.

by Stanley Levenson

Schools' cyclists will be able to rub shoulders with some of the famous names in the sport at the Eastway Circuit, London, this weekend. The schools cyclocross open championship on Sunday will be backed up by the Halford International Grand Prix.

This major event will include riders like Cees van der Walde, the professional champion of Holland, Paul Welens of Holland, winner of the Tour de Suisse, and the British champion Chris Wreghitt, of Birmingham University.

Wreghitt came to the top in the sport through the schools cycling competitive system, which is just what Denis Lightfoot (Penketh HS, Warrington) is doing.

Lightfoot, the most successful junior cyclist of this year will be in the schools open championship, just 24 hours after competing in the national hill climb championship at Monks Risborough, near Princes Risborough, Bucks.

Lightfoot's main rivals in the 15 race will be Peter Bostad (Welwyn Garden City), the 1977 under-15 champion.

The song of two well-known riders of the past will be in operation in the under-15 event—Adrian Ward, of Leicestershire, and Ian Lauterwasser, of Bushey, Herts.

The hill climb, at 1,350 yards on Monks Hill (A4010), starts on a gradient of one in six, rises to one in 12, and then falls to about one in seven.

Where training is 'vital'

Training of teachers in mountain leadership was vital for the welfare and safety of school parties visiting the Lake District or any wild area of Britain, a conference at the Lake District National Park Centre, Brockhole, near Windermere, was told last week.

About 100 schools advisers and heads from all over the north of England were told by Mr John Wyatt, National Park head warden, that there had been a great increase in school parties in the last 12 years. He was impressed with the "standards," but a small percentage give rise to concern. It was "vital" that leaders should be trained to take parties out properly on the fells.

Mr Stephen Drinkwater, a National Park youth and schools liaison officer, emphasized the importance of promoting acceptable standards of safety, behaviour and leadership for organized parties.

An outdoor centre warden from

Snowdonia expressed the growing concern about the disparity in the guidelines issued by L.E.A.s regarding leadership requirements for taking groups into Britain's hills.

Mr Drinkwater echoed this concern. It would be helpful, he said, if the DES would introduce a scheme standardizing instructions to schools parties about leadership and the need to prepare properly for trips to the Lake District "or any wild areas".

The same standards should also be made to apply to field study leaders. "The innate assumption that field study groups need not bother so much is just not true. In the Lake District, in particular, leaders of any sort need to be able to cope with wild conditions and difficult terrain."

Mr John Nettleton, director of the Brockhole centre, hoped that as a result of the conference, L.E.A.s would contact the National Park Youth and Schools Service before planning trips. They could even invite a National Park Youth and Schools officer to advise on preparations.

More school golfers, but...

That junior golfers should do better at 64 or 65 than at 60 or 61 is unlikely—as indeed it is except when playing in selected competition.

The idea is to play several rounds over the same course and this is where the selection comes in—take the best of the scores at each of the 18 holes. It encourages young players to play more golf and improve their standards.

Such a junior eclectic competition, arranged at short notice, "proved an outstanding success," said Mr Mike Bonallack, presenting the annual report of the Golf Foundation last week.

Mr Bonallack, the foundation's chairman, said that more than 2,000 from 60 clubs took part in many tournaments, played two rounds a day and in at least one

case, 54 holes in the day. It was a very long day or speedy golf of both.

Although the number of school golfers increased during the year, Mr Bonallack reported that on the financial front all was not happy. There was a loss of £2,885 during the 1977-78 year. Donations from the 1976-77 year declined from £23,432 to £21,128 but income from golf organizations and individuals rose by £3,876.

However, coaching costs were now much higher even though the number of schools taking part in this scheme had fallen by more than 200 to 1,343.

The big success story of the foundation's work is still the schools team championship, sponsored by Aer Lingus, which this year attracted more than 1,000 schools.

Shock for the champions

Surprise of the schools was the success of City of London School in the under-16 competition. City of London have been playing water polo for only three years but beat two schools with a better pedigree—Bedford Modern 5-3 in the semi-final, and Plant Hill High School, Manchester, the holders 4-1 in the final.

Plant Hill, who had defeated Brooks Bank School, Holford, 3-1 in their semi-final, had another near miss in the senior competition. With a 7-3 success against Rayed Grammar School, Newcastle, they reached the final to oppose the holders, Bedford Modern, who had disposed of Trinity School, Croydon, 10-5.

But despite brave goalkeeping by Tony Douglas, the Manchester boys lost 4-9.

This was the second national schools' championship. Next year, however, in Grimsby, the water polo finals will be amalgamated with the diving and team finals.

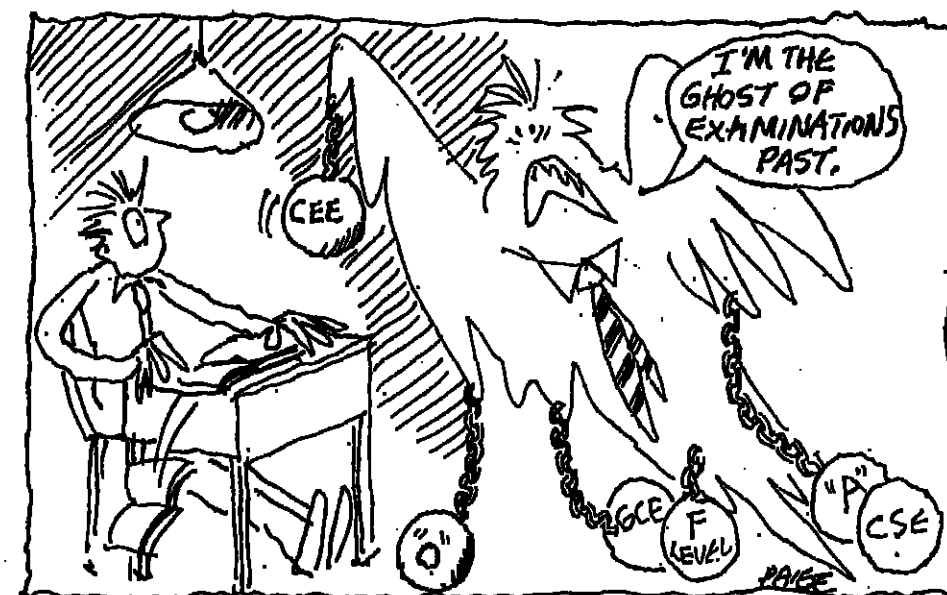
Judo winners

Winners in ascending weight categories of the national under-16 championships of the British Judo Association at Crystal Palace, London:

Boys: C. Illingworth (Northern Counties); M. Spence (North West); N. Mansfield (North West); A. Mansfield (Northern Home Counties); J. Murphy (Northern Home Counties); J. Margrett (South); J. Brady (Northern Home Counties); M. Beaton (London); D. Acker (London); B. Facione (North); G. H. Taylor (North); S. Steele (South); L. Pickett (South); L. Pickett (South); D. Bell (North); L. Jones (London); T. Allen (East); T. Turner (Yorkshire); J. Smith (South); M. Harvey (London).

Worth going
to CEE?

Paul Norgate argues that the flexibility of this exam designed for the one-year sixth former deserves official support



Above the continued rumblings, as the heavy artillery rolls into position on the A and P fronts, is heard from time to time a plaintive yet persistent cry—"CEE!"

Because this cry comes from the same general direction as the rumbles, it may seem that they both emanate from the same battlefield; and because the two are being heard at roughly the same time it is, perhaps, assumed that they are in direct conflict with one another. In fact, neither impression is accurate.

But such is the blast from the A and P explosions (the university batteries being heavily committed on this front) that it seems quite possible CEE will be blown to bits before it has had the chance to stand up and explain what it is about. And since the onlookers have half their attention anyway on another battle, reaching its decisive phase in neighbouring Waddell Wood, this little death may happen, and the remains be scattered, before anyone really notices.

That would be a pity, because CEE has not really been fighting or threatening anyone. It has instead, and for rather longer than many people realize, been developing territory—the first year in the sixth and in particular courses for the one-year sixth-former—that is not really under dispute in either the 16-plus or the A and P battles.

In doing this, CEE has produced a major effort in curriculum development, which deserves fuller recognition than it has so far received. Perhaps the clearest and quickest way to describe and assess these developments is to look at what would be left in this area if CEE were to be killed off.

At present the major alternative to CEE for the one-year sixth-former, is the O level; even if the 16-plus proposals are implemented, O level is likely to remain the norm for at least another five years. A working party of English teachers in the Midlands, cooperating with the Schools Council "English 16-19" Project, has recently been evaluating the demands made on memory work, since open texts are rarely permitted.

In these syllabuses, we find no attempt to provide assignments which will encourage genuinely personal research or analysis, or exploration of the adult world. The limited skills which are tested are not linked to practical tasks or investigations.

A syllabus for students at this stage of their education has, it seems to us, a somewhat unique brief. These are students whom the crude post-16 option of "vocational" (leave school, go to work or FE) or "academic" (stay on, take A levels) has left so far uncommitted. It is not now a question merely of testing and certifying basic skills for the outside world, as at the end of compulsory education in the fifth year. Neither is it a process of selecting and grooming candidates for higher education, as is primarily the case at 18-plus.

These are students who need a course that will keep some options open; a course which will enable them to develop and extend the basic skills learnt earlier (at whatever level), and to do this in a practical way by employing them in the service of the students' own needs and interests; a course which will help students to define some kind of commitment through their year's work.

We find that GCE syllabuses in English fall signally to meet these needs or to create these opportunities, primarily because of their "compartmentalizing" approach. English is represented at O level as a carefully prescribed set of assignments, requiring only a limited range of study and response; this is then sampled and assessed in an even more restricted way.

Few syllabuses bother to state aims or objectives for this limited exercise—those that do confine themselves to minimal standards of literacy and expression. Criteria for assessment are rarely mentioned.

"Language" and "literature" students' own writing and their reading of that of others, are kept quite separate. "Language" is reduced to three or four pieces of writing in stylized modes (essay-summary-comprehension) to be written from "cold" under examination conditions. "Literature" similarly becomes four texts to be written up in a single 24-hour paper, with an apparent premium on memory work, since open texts are rarely permitted.

In these syllabuses, we find no attempt to provide assignments which will encourage genuinely personal research or analysis, or exploration of the adult world. The limited skills which are tested are not linked to practical tasks or investigations.

In contexts which might be real to the students; neither is there any recognition that provision of such opportunities might facilitate a more useful and significant assessment of these skills—or even stimulate the development of a wider range of skills.

CEE has developed a very different approach. There are currently 12 Mode 1 CEE syllabuses in English on offer around the country. All have been developed independently, yet they demonstrate a remarkable consensus. Building strongly on the CEE experience, all set out directly to involve both teacher and student in the operation of a worthwhile course.

Aims and objectives appropriate to the increased age and maturity of the students are clearly stated. We are particularly impressed by the kind of thing that appears in the SREB "Communications" syllabus, where alongside "good clear English" it is suggested that students should, for example, be enabled to "perceive the reality of lives and values outside their own immediate experience"; this is merely one instance of the genuinely testing level at which CEE is pitched.

Explicit criteria for assessment are given for the guidance of teachers, and the high standards expected of students are communicated in terms of the variety, quantity and quality of work that the CEE syllabuses demand. The range of working methods, and of materials to be studied, indicates a marked progression from fifth-year work. Course work and the extended essay play a major part, providing an extended range for writing opportunities, and the chance for students to undertake a degree of responsibility in determining their own areas of study.

At this level, we feel, such opportunities should include the option at least for students to investigate some of the many cultural influences at work on them. These are, of course, not merely confined to the "high culture" of literature and, appropriately, most CEE syllabuses include units on non-fiction, popular and children's literature, the mass-communications media, and so on. These courses positively encourage a unified approach to the various aspects of English studies. Units on "Language in

Use" and the student's own writing go alongside study of authors and themes; practical and social skills can be developed alongside written techniques, as students deal with situations outside the classroom, interviews, case-studies, and so on—activities providing real and immediate purpose for talking, writing and reading.

The flexibility of syllabus-structure which enables CEE to both test and extend students in these kinds of ways—this seems to us a crucial development in the public examination of English, and certainly one which deserves better than to be consigned as a course for CSE Grade 2-4 (as has been suggested on several occasions, most recently at HMC). It may be that CEE has no future, politically speaking; but the experience gained from the CEE experiment must not be abandoned, and should surely be considered in any future plans for academic courses in this age-group, throughout the ability range.

Meanwhile, what of the one-year sixth? Well, "O" levels were not really intended for use at this stage, so it is perhaps unfair to criticize them for failing in a job they were not designed to do. And there are, of course, honourable exceptions to most of our criticisms (though how many departments find themselves with a free choice of board or syllabus?). There are faults and flaws in CEE, too.

But with CEE still untried, there is little alternative to "O" level in the one-year sixth. The complaints of the REBs reported recently in the TES, about City and Guilds' "poaching" of CEE territory, surely miss the main point: there is a need for a course, and schools are looking for a better one than "O" level.

The solution is to hand. The next move lies with Professor Keohane and his committee of enquiry.

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The full report of the working party is published as "Discussion Paper 3: Demands and Opportunities in English—Syllabuses for the First-year Sixth", and is available (20p, inc. postage) from Schools Council, English 16-19 Project, Bretton Hall College, Wakefield WF4 4LG, Yorks.

Compromising document

The picture that emerged seemed to me altogether too firmly drawn, as though problems did not exist to which the Committee had no answer. James Britton reflects on how members of the Bullock Committee with fundamentally opposing ideas on education still managed to produce a unanimous report

The three years or so that separated the meeting of the Bullock Committee from the publication of its report in 1975, mainly provided me with a learning experience, perhaps a major one. Yet I do not relish the task of trying to say precisely what it is I learnt in that time. I have, of course, a good deal of lumber: copies of papers produced by committee members or presented to them; photocopies of existing publications someone thought they ought to pay heed to; minutes of fifty-four meetings of the committee and some twenty-five meetings of its subcommittees; successive drafts leading up to the final version of the report; bundles of evidence submitted in writing, some of it brilliant, some fanatical, some blindingly obvious, and a lot of it modestly helpful to us at the time. I have called it lumber, but I preserve it with care since one day I may be able to turn the lumber into learning. Meanwhile, what do I know I have learnt?

I learnt, over many months, to question the possibility of affecting what goes on in schools through the particular means we were employing, that is through the agency of a government-sponsored committee. It was at times exhilarating to find that ideas long nurtured in the various factions members belonged to had

suddenly acquired the stamp of official approval, had been uttered, so to speak, in the establishment voice.

But then followed a doubt as to whether the act of official formulation was in fact a further and enhancing stage in the long process of nurturing, or whether it might be a step in reverse. If nurturing an idea means getting more of the appropriate people to think about it for themselves, might its transmutation into official dogma result in less of that thinking, more of a taking for granted?

Ironically, one of the very ideas that gained this promotion into the establishment is itself a relevant principle to apply at this point: the report urges teachers to take more account of students' "intentions" as a means of facilitating their learning. The context is that of learning to write:

"The solution lies in a recognition on the part of teachers that a writer's intention is prior to his need for techniques. The teacher who aims to extend the pupil's power as a writer must therefore work first upon his intentions, and then upon the techniques appropriate to them. Spontaneity then becomes capable of surviving the transition from artlessness to art; or in plainer terms, of

supporting a writer in his search for new techniques appropriate to his novel intentions."

But if nurturing an idea about teaching and learning (such as that particular one) involves the generating of new insights and hence novel intentions on the part of teachers, is it not possible that an officially published brief injunction might appear to the teacher as no more than other people's intentions with respect to his behaviour?

I learnt to raise this question, but not to answer it. My doubts were not resolved when, after a brief round of debate in "launching" the Bullock report in this country, I went to Australia and attended a conference in which teachers and advisers and researchers were discussing the problems of "language across the curriculum."

I discovered that a great deal of activity, of the "nurturing" kind, was going on in many parts of the Australian Commonwealth, and I thought that maybe they were fortunate in not having an injunction laid at the door of every school to produce a "language policy for the whole curriculum." Such an injunction, at its most misunderstood, might result in no more than a concerted witch-hunt against bad spelling and punctuation.

Secondly, I have learnt something about the way people's theories relate to their practices. In a sense this is obvious and familiar enough, but confrontation regularly over a period with consistent differences between the way people behave and the way their theories (presumably) explain and justify that behaviour to themselves I did find illuminating.

The matter is far more complex than the proverbial distinction between "do as I say" and "do as I do". For example, someone who adheres to a conventional behaviourist theory of learning may consistently behave, as a learner and as a teacher—or, in the situation of a committee, in the strategies he uses to expound his own views and explore other people's—in ways that are far more adequately explained in terms of a humanistic, cognitive, theory. Alternatively, someone who justifies the classroom practices in his school by appealing to humanistic psychology may seem consistently to employ techniques of reinforcement, pos-

sitive and negative, in order to get better of an argument.

It follows that we cannot make a simple judgment upon the value of any contribution to the educational enterprise; and that too ready recognition of educational "factions" may obscure many of the subtleties of likeness and difference. (To accept "neutrality" at this point as a way of solving the dilemma would be a gross misconception: rather we are forced back to reaffirm the importance for all practitioners of arriving at theories that will empower rather than frustrate their behaviour.)

It is my overriding impression that teaching experience—the repeated intuitive response to teaching/learning confrontation—makes teachers much more alike in their behaviour than in their theories they rely on to explain and justify that behaviour. But the simple logic of behaviourist learning theory has an obvious appeal to administrators because it makes evaluating, accounting and planning seem much more feasible; and administrators, by persuading or overriding teachers, have frequently succeeded in having such theory applied in the classroom.

Where this happens, "intentions" (as we envisaged them above) have no place in the programme, and the gap thus created we feverishly try to fill under the label of "motivation". In my view, accountability should be truly seen as the teacher taking full responsibility for the behaviour of the daily confrontation; and only a learning theory that adequately explains both his successes and his failures in the confrontation can help him discharge that responsibility.

My experience on the Bullock Committee, then, serves to underline the importance to teachers of a rational, theory that is consistent with and supportive of their practices. It provides us with a running code of operational principles, a way of monitoring our own practice, a way of effectively influencing other people and defending our own position. I learnt also, a good deal about the nature of compromise and the ways in which it operates. The chairman, Sir Alan Bullock (now Lord Bullock), who repeatedly reminded members that they must resist the temptation to overstate their views for the sake of reducing the scope of wilful misinterpretation, is a fair point: wilful misinterpretation is always possible and it is pointless to try to guard against it—and worse than pointless if in doing so we distort our views in stating them.

And yet there is still a problem: a view that is innocently stated in good faith may be adequate communication to a reader who comes halfway to meet it, but if it is to challenge another reader to change his view, it will need to carry conviction, anticipating and countering his objections.

Now it must surely be recognised that the language of establishment documents has been evolved in order, amongst other things, to give as little unnecessary offence as possible. This results very often in a general air of lack of conviction, the case of the Bullock report, I believe, being no exception. The status of the establishment status, the membership, the size of views of the membership, the amount of data it was expected to handle, all militated against the production of a forthright and convincing document.

Compare it, for example, with the report of the Study Group on Linguistic Communication to the National Institute of Education (USA): in session at the same time as the Bullock Committee was working in the same field, ten members were able in less than two weeks to produce a report that carries more conviction and more daring speculation than was possible in the full-scale British effort with twenty members working for years.

The compromise that creeps into the edited working of a committee document is perhaps the most difficult

to control. An individual writer's style will very often both make his statement and at the same time, by means of such it may be difficult to identify, make the direction from which the statement is "projected". For the sake of stylistic uniformity, the corporate document must sacrifice these individual signposts and take on instead the tones of an official oracle, coming from everywhere. After making allowances for some inevitable toning down, however, it is disturbing to find that a number of original drafts may undergo compromising amendments such as the following. In the chapter on writing, at a point where the relation between language study and performance in writing is being considered, the original draft ran:

"Explicit rules and facts about language (that is to say the outcomes of other people's studies) probably have direct practical value to the language user only insofar as they solve problems in the tasks he is engaged on, or insofar as he is able to reconstruct for himself the analysis that led to the rule. It is the neglect of these limiting conditions that has led to much profitless language work in schools."

But the version finally approved by the committee has clearly lost *en route* something of its directed thrust:

"Explicit rules and facts about language, that is to say the outcome of other people's studies, have direct practical value to a pupil when (a) they solve particular problems in the tasks he is engaged on, or (b) he is able to reconstruct for himself the analysis that led to the rule."

I believe the Bullock Committee was fortunate in that this kind of drafting drift into compromise was not a frequent occurrence, and I would add that these

should be judged alongside a sense of amazement that with so vast an input to interpret and so diverse a company of interpreters the report ever got written at all.

Where such changes did occur, however, they were symptomatic of a much more general and far-reaching impulse to compromise inherent in the whole situation. When Margaret Thatcher, as Minister of Education, set up the Committee of Enquiry into Reading and Use of English, she selected as members representatives of the principal factions, or schools of thought, in the field and chose a neutral chairman—someone not already credited with views on the controversial issues, since his expertise lay in a different field.

One must suppose that Mrs Thatcher believed that what was important about the learning and teaching of the mother tongue lay at a deeper level, was more fundamental, than the issues over which people disagreed. In effect, she called together a disparate crew and told them she fervently hoped for a unanimous report.

The chairman, Sir Alan Bullock, seems to have shared this view, since from beginning to end he worked to have the committee produce a report which all members would sign. He succeeded, though the substantial list of reservations itemised by one member after signing somewhat vitiates the success. In any case, its cost in time and effort was enormous: a majority view, as distinct from a unanimous one, would have been far easier to reach and would have constituted a document with more conviction. In other words, the situation created had the effect of ensuring that compromise was built into the production from the outset.

I emerged from the experience more convinced than ever that the issues over which there are sharply conflicting views about English teaching are the fundamental, formative issues. Harold Rosen, in a published critique of the report, makes the point very well. He writes: "It is not difficult to detect behind the report's fair and mostly dispassionate tones the fact that in matters of language and the teaching of English in particular the battle-lines have been drawn. However faint they may seem there is no doubt that the fiercest debates are between those who believe in carefully constructed linear programmes, buttressed by claims for sequence, system and structure, and those who believe that development in language can only be achieved by working in a much more flexible and open-ended way."

It was when the approved versions of the various chapters finally came together for the first time that I realized the full effect of the thousand and one particular compromises that had been made throughout the drafting. The picture that emerged seemed to me altogether too firmly drawn, as though the problems did not exist to which the committee had no answer. The compromises, in other words, had been reductive in effect, an avoidance of many of the real complexities; what had been lost was precisely a sense of openness and flexibility. It was at this stage that I drafted my own reservations, which became, in the course of the ensuing argument, an appended "Note of Extension" to the report.

A few months after the report was published, I retired and spent the next two years teaching mainly in Canada, with visits to the States and Australia. Back in England now, I must say that the Bullock report begins to look like a

beacon that shines brighter and brighter as the skies around it darken.

Amid all the talk of "literacy" and "evaluation", both very narrowly conceived, can it survive to keep before us a more enlightened view of language and learning? The darkening skies are certainly not a local phenomenon, but belong at least to the whole Western world: inflation brings anxiety, and anxiety will tend to reduce the number of factors we are willing to take into account in making a judgment. In a time of shrinking perspectives, educational perspectives are particularly vulnerable if for no other reason than that schools constitute a large part of the national budget.

I do not believe that "enlightened education" (meaning, in its true sense, "progressive education") is part of any bandwagon, or fashion cycle, or pendulum swing; it is a slowly growing movement with philosophical roots way back in the past and pragmatic roots deep in the intuitive wisdom of the most successful teacher today.

It has not been tried and found wanting: as the Bullock Committee Survey was able to indicate, it has as yet barely achieved a foothold in the schools of this country. I doubt whether there was ever a time when it was more important, or more difficult, than it is today to keep these ideas alive. I hope the Bullock report, despite all my earlier reservations, will finally prove its worth as an aid and support to those who are trying to do so.

James Britton's article appears as the Foreword to *Teaching for Literacy: Reflections on The Bullock Report*, edited by Frances Davis and Robert Parker, published by Ward Lock Educational (£6.50; paperback £3.95).

Please mister chairman

In an open letter to W. H. Cockcroft, the chairman of the government inquiry into the teaching of mathematics, Peter Evans suggests how the committee might persuade teachers to make use of their report

Dear Mr Chairman.—You are the vice-chancellor of a university and chairman of the Government's inquiry into the teaching of mathematics in primary and secondary schools. I am—by no means merely—the headmaster of a primary school.

Commonly aspiring to be a bridge rather than a barrier, I am depending on your committee to give me the kind of assistance that will help me to improve the teaching of mathematics in my school. Following publication you will be depending upon me, and others in my position, to make your report point in terms of its beneficial influence upon what millions of children actually do, disregard, please, "increasing teacher awareness" and similarly mystical measures.

You will be offering me advice from the outside position occupied by universities, colleges and administrative experts. I am not stepping beyond my own station, nor am I being presumptuous in offering you advice from the inside, as labourer, the practitioners, and the inside men, Amanda and Daisy.

Your committee is fortunate in being able to learn from recent mistakes made by other committees—the authors of the Bullock Report.

I am not wrong, but the impression of listening to teachers talk, of seeing courses, seeking in vain for interpretative literature, and scanning classrooms for signs of change, is a desperately obese yellow packet of recommendations in most schools still unopened on the theoretical side of the classroom door.

In the potential child-beneficiaries, I am sure to find in the listening, speaking, reading and writing examples of progress in language learning which can be directly attributed to the influence of the Bullock Report. The same could happen in the current ideas to that effect.

importance of the "writer's sense of audience". The report outlined challenging territory for explorer-type teachers, those creative curties who are able to translate vague ideas into hard-edged practices. But born in mind in red ink what the Bullock committee's remoteness from the realities of school led it to ignore, which is that 99 per cent of your audience will be follower-type teachers, who do not invent but import proven practices. From given examples most teachers imitate, and modify to suit their circumstances.

One year after publication, Michael Marland, a member of the Bullock Committee, put the needs of follower-type teachers precisely: "Teachers do not move on ideas. They move on examples, and go back to ideas." ("Bullock plus one", TES February 20, 1976.)

One avoidable reason why the good intentions prompted by the report are struggling in the sticky bog that lies between recommendations and child-affecting practices is that Bullock itself, and the feast of follow-up in-service training dishes up by the universities, colleges and I.e.s. usually omitted this essential ingredient—actual examples of children's work which illustrate Bullock in practice.

Consider this instance of Bullock's generosity with vague ideas and its miserliness with illuminating examples. "Each school should have an organized policy for language across the curriculum, establishing each teacher's involvement in language and reading development throughout the years of schooling."

That is an idea, and a fundamental one, but to support Michael Marland's point, I have to risk the confession that, lacking an example, our "policy" is a disorganized ream of unconnected papers. I am not so much unwilling as unable to shape the mass into a coherent whole.

land) excused the omission on the grounds that many schools would have adopted the model as their own.

Why not, if it was sound, when most of us have no policy at all? Have those head teacher members of the committee themselves produced a policy? If so, may I borrow a design, so that I may structure my material?

The member of the committee also displayed the usual concern about the threat to teacher autonomy. But the reality you should act upon when writing your report, Mr Chairman, is that a policy for mathematics teaching which we might consider, adopt, modify, expand, contract or reject would pose no threat to this autonomy, which in practice most teachers exercise only to the extent that they make selections from subordinate-supported alternatives. We have the freedom to innovate, and in some areas the encouragement. But most of us ride familiar roads on bandwagons, if not Bullock carts.

Here is one other Bullock invitation to the creative teacher. "We have discussed the kind of language approach which we believe will produce the language development we regard as essential. This involves creating situations in which the child encounters the need to use more elaborate forms, and is thus motivated to extend the complexity of language available to him."

This statement, and dozens of others in similar vein, is of no practical assistance to follower-type teachers in understanding the characteristics of situations which generate the use of complex forms of language, in creating appropriate situations in the classroom, and in exploiting the possibilities for language development.

Bullock will remain as inert as beer until the explorers on their frayed and weary staffs have already more than three weeks in carrying it out longer, because explorers cannot be any other than practitioners, and they have other things to do. Educators, meanwhile, more than most, need to be

lumber creative types with routine tasks. To avoid a repetition of the Bullock inertia, please determine at the outset to include one fat, practical, example-ridden chapter, presented in three sections. One, a list of what should be taught, in the order in which each item should be presented to children. Two, detailed descriptions of methods and materials. Three, examples of actual work accomplished in schools where the resources resemble those near the norm. This is the chapter that primary school teachers would read and heed.

We already have, or could acquire through in-service programmes directly matched to this chapter, enough mathematical knowledge. Our difficulties are organizational: where to fit this in, where to move next, when to move back to remind and consolidate, what diagnostic tests to use, how to overcome individual concept blockages—in a class of 35 or more.

In solving such problems, qualifications in mathematics are irrelevant. The best teachers are not necessarily those with subject qualifications, but those who are prepared to put in overtime in responding practically to the right kind of advice, the provision of which is your responsibility.

I promise to read your report, and even to study it, but if you fail to be practical and realistic, for one will become a resistant figure, not because I am a reactionary, fixated, reactionary, who consciously opposes all change in pursuit of a cushy number, but because you misunderstood my needs.

That your committee membership includes but one primary assistant teacher already makes me fear that your work is set on a course that will pass through a phase of intense publicity on its way to years of obscurity.

All the best, partner. Yours sincerely, Peter Evans, Headmaster, Holsworth Primary School, Devon.

Alan Bullock: he worked hard to get a report all the committee would sign.



Caledonian antiszyggy

David Wright on Hugh MacDiarmid

Hugh MacDiarmid. *The Complete Poems*. Edited by Michael Grievie and W. R. Aitken. MacDiarmid, B. and O'Keeffe. £15.00. 85616 440 2.

The *Complete Poems* of Hugh MacDiarmid, edited by T. S. Law and Thorsen Herwick. Routledge and Kegan Paul. £2.95. 7100 8914 7.

For twenty years I've believed Hugh MacDiarmid, along with Yeats, Pound, and Eliot, to be one of the four great pioneer poets of our century. Now I know it.

The transformation of faith in certainty comes from the publication of *MacDiarmid's Complete Poems 1920-1976*—alas, too late to be placed in the hands of the poet, who died last September. In his lifetime MacDiarmid never got the full recognition he deserved, partly because he put off English readers by writing in Scots, then confounding his Scots followers by writing in English; but mostly because his poetry has never been properly available.

Not many years ago I had to fall back on the British Museum for a text of *On a Raft on the Beach* (1934) for my Penguin anthology *Longer Contemporary Poems*. This great poem, a geologic meditation on eternity ("There are plenty of ruined buildings, but no ruined stones") is not to be found in MacDiarmid's *Collected Poems* of 1962 except for a short extract.

Three other major poems were also castigated in that incompetent compilation, where "To Circumjack Canastus" (1930) and the magnificent "In Memoriam James Joyce" (1954) are represented by snippets, while the treatment of "A Drunk Man Looks at the Thistle" (1926)—split up into individual lyrics each with its own title, so that continuity and theme were lost—was murderous.

All this has been put right in the two splendid volumes, running to nearly 1,500 pages, of the *Complete Poems*, edited by his son Michael Grievie and Dr W. R. Aitken, who have also printed all three of the *Drumhead* poems and more than 200 pages of hitherto uncollected verse.

"Hugh MacDiarmid" was the nom-de-guerre which C. M. Grievie, son of a postman in the Border mill-town of Langholm, used for his first "Lallans" poems in 1922. Not Burns but the great medieval Scottish poets, then half-forgotten—Dunbar, Gavin Douglas, Sir David Lindsay of the Mount—were progenitors of these poems. His earlier English verses seem to owe most to James Joyce and T. S. Brown, though the later MacDiarmid was to acknowledge a debt to John Davidson and the still under-rated C. M. Daughy (all Celts be it noted).

The early Joycean influence comes as a surprise: "On clouded breasts she'll cradle me

In the long darkness there With dust the rosebud at her breast."

And Death the ribbon in her hair! The publication of "A Drunk Man Looks at the Thistle" in 1926 launched what is now known as the Scottish Renaissance. The "Lallans" in which it is written is not

current speech but a synthetic language dredged from the early Scots poets and old vernacular dictionaries, rather like the homed medieval English of Chatterton's "Rowley" poems. One reason MacDiarmid turned to "Lallans" was because "all the important words (in English) had been killed in the war"—which is much the case of Chatterton and William Barnes, two seminal poets who were able to avoid the dead "literary" language of their day, the one with his "Rowleyese" and the other by his use of Dorset speech.

Though wildly different in technique, "A Drunk Man" compares with Eliot's *Waste Land*. It is an amazing Gollardic sequence combining gaiety and bitter wit with lyricism and satire—Villon comes to mind—to probe the condition of Scotland, and has been justly described as "a work absolutely *unigenius* whether one considers Scottish literature only, or the whole literature of the English-speaking world."



But apart from the difficult but exhilarating "To Circumjack Canastus" and many short masterpieces like "Harry Semen", "Water Music", "Old Wife in High Spirits", MacDiarmid's other major poems were all written in standard English, in which, unlike Burns and Chatterton, his music was equally at home. The splendidly ambitious "In Memoriam James Joyce", whose scope is indicated by its over-title "A Vision of World Language", fails—but it is a failure on the scale of Pound's *Cantos*, which it rivals rather than resembles in the attempt to assimilate

late on an amazing diversity of material, in aliveness and in a muscular, persuasive rhythm which seduces one into reading what one would otherwise not even attempt. Like an alchemist turning base metal into gold, MacDiarmid can take up anything from a Gaelic dictionary to a newspaper article and, with a slight but deft rearrangement, transmute it to poetry—witness the marvellous verses on Karl Kraus, lifted bodily from a TLS article by Erich Heller. All MacDiarmid's immense reading, as polymath as Pound's, contributes to these unending yet miraculously un-boring poems, in which the original starting-point is lost sight of, like Coleridge's conversation with Wordsworth compared with a river whose course one cannot follow as it winds through forests or loses itself in sands, yet, when it reappears, is known to be the same river.

One reason why MacDiarmid does not live, why his despairing verse (e.g. "Bracken Hills in Autumn") is incomparable, is that like Hardy he had an eye for what Sir Walter Scott called "those facts so trivial as to escape general notice" which give life, spirit, and above all, truth. Another may be his individualism and willingness to stick his neck out:

Some of our younger writers ask me to give them a maxim I reply, the most useful perchance is, "Remember, the best snare for a sinner is his own side."

Is also the most likely to equal-ounce."

The two poles of MacDiarmid's poetry are Scotland and Socialism. They are also the bees in his bonnet, though he seldom allows them to buzz loud enough to drown all else, save in one instance: "The Battle Continues" (1957), a virulent attack on Roy Campbell for his pro-Franco Spanish Civil War poem "Flowering Rite". Here MacDiarmid abandons wit for satire and his poem achieves the difficult feat of being in its own way as unrelentingly paranoiac as Campbell's. But in general MacDiarmid accepts neither Scotland nor Socialism uncritically: his only consistency is an artist's organized approach to his Anglophobia. (In parenthesis *The Socialist Poems of Hugh MacDiarmid*, edited by T. S. Law and Thorsen Herwick, a useful selection, ably introduced, is an excellent guide to his Marxist commitment.)

The man who planned over his desk the words of Marcus Aurelius: "how miraculously things contrary one to another, concur to the beauty and perfection of this Universe" could point out that "my real concern with Socialism is an artist's organized approach to the interdependencies of life" and confess in a poem: "I must be a Bolshevik/Before the Revolution, but I'll cease to be one quick/When Communism comes to rule the roost". As for Scotland: "I would do anything for you, Scotland, save... Become like ninety per cent of Scots". It was no accident that the Caledonian Antiszyggy, as he called himself, was once simultaneously expelled from the Scottish Nationalist Party for being a Communist, and from the Communist Party for being a Scottish Nationalist.

A benign climate

Joan Tamburrini on infant education

All Things Bright and Beautiful? A Sociological Study of Infants' Classrooms. By Ronald King. Wiley. £7.95. 471 29653 X. £3.25. 471 99654 R.

Until the early years of this decade the sociology of education had involved either speculation insufficiently supported by empirical evidence or large-scale surveys yielding quantified data. Since then this "orthodox" sociology has been supplemented by studies based on social phenomenology, a "new" sociology which eschews explanations of social situations in terms of external factors and, instead, emphasises the way society is created by the actions of its members. Since it is actions that need to be investigated, small-scale studies involving interviews and observations have replaced large-scale surveys.

In the study he reports in this book Ronald King has adopted this methodology but without accepting entirely the theoretical position of social phenomenology. While he takes social action as his starting point he does not accept that social situations can be satisfactorily explained without some reference to external factors. He seeks to explain the actions of teachers in the three infants' schools he studied in terms of an over-arching ideal-centred ideology which has historical roots and is transmitted by established agencies.

King observed the actions of the teachers with respect to the organisation and content of the curriculum and social control of the pupils. Within the child-centred ideology with which he explained those actions he distinguished four principal elements: developmentalism, individualism, play as learning, and childhood innocence. Sometimes more than one of these elements seem to be reflected in the way teachers act toward a particular category of pupil behaviour. For example, pupils who progressed well or exhibited desired behaviour were said to be mature or developing well, whereas when a pupil made little progress or behaved in undesirable ways an explanation was given in terms of factors external to him and usually concerned with deficiencies in his home background.

The most striking characteristic to emerge from King's observations is the benign nature of the climate created by the teachers. They were pleasant and affectionate toward the children and maintained an admirable equanimity. This was as evident

in the social priority school as in children's behaviour was somewhat aggressively provocative as a control was exercised in an official way: requests were made more than orders given; and good behaviour was rewarded rather than bad behaviour punished; there was no control by jostling but seldom a form of sarcasm or irony. A benevolent climate can perhaps become a bland one, but King's study is not from considering unpleasantness and death, for example, was a subject quickly changed by a teacher if a child mentioned a Science teaching mentioned as a matter of fact that many hundreds of books about all aspects of astronomical science have appeared in recent years. Not all are by specialists, or even by amateur astronomers, and naturally they are of different quality and may have different aims. All these four books are aimed at young readers, and all except the first are quite conventional, with lavish colour pictures and perfectly adequate texts.

More is rather different. It appears to be directed at readers of a reading age of seven or eight, and it is extremely good. The text is so simple that there can be no difficulty in understanding it; long words have been avoided as far as possible and the average length of a paragraph amounts to no more than two or three lines. Within these limits

Both these approaches have advantages and disadvantages, but the content of both books is almost identical. In both books the authors have an eye on the teacher in training and the books contain exercises which, although interesting, are sometimes more suitable for initial training than a practising teacher. If you require a comprehensive account of all aspects of teaching number and measure these books have something to offer; in both books the treatment of geometry is very poor in comparison with the treatment of number.

If I had to choose between them, I would choose *Elementary Mathematics Methods* on the basis of a very good chapter on problem solving, but I am sure that others would decide the other way. But is this the kind of book that teachers want?

In complete contrast is the booklet *Number 6, 7, 8*, produced by a group of teachers who operate collectively under the name of NORMAC. The booklet is only about number but is remarkably comprehensive, covering in 40 pages a great deal of what is in the other books. The pages are a little crowded but contain plenty of diagrams, are not difficult to read and, above all, are extremely practical. There is no discussion of the psychological background for what is suggested nor any discussion of teaching methods, but I suspect that, for the practising teacher, there is a lot of practical help here—and at one twentieth of the price of the longer books.

Paperbacks

Transport and townscape

Colin Ward

Great Cities and their Traffic. By J. Michael Thomson. Peregrine Books £2.95. 14 055 127.1. Urban Planning in Rich and Poor Countries. By Hugh Stretton. Oxford University Press £2.25. 19 289121 9.

Michael Thomson's study of urban transport first appeared two years ago and a paperback version is most welcome. He examines closely 30 of the world's 174 cities which have populations of over a million—itsself a remarkable research achievement—and identifies five possible transport strategies. For most of the world's cities a low-cost solution is the only realistic choice and he concludes that "the most difficult transport problems are to be found in the poor cities, but the difficulties are not so much technical or economic as political and social". His is not only a key book for the student, waiting to grasp the issues globally but is extraordinarily clear and helpful for the citizen of any city who wants to press for appropriate solutions.

Hugh Stretton's new book, also in paperback at £4.50, follows *Recent Capitalism, Socialism and the Environment* which was distinguished for its pragmatic common sense and good humour. This new book has the same unflinching honesty. Completely avoiding the tedious tedium and pomposity of the first two volumes, it examines the first various points and their city, their origins of change, as defects in communities, as social problems, as battle grounds and as machinery. Then he turns to the city in practice: poor capitalist cities, poor communist cities, and capitalist cities and rich communist cities.

There follows a remarkably well-informed and judicious chapter on "urban design and environment". Unlike almost every other writer on the city from a political, economic, or social background, Stretton, without any ideological claims, is deeply concerned with the aesthetic and social aspects of his architecture and townscape judiciously and witty.

Among whispering clouds

Patrick Moore

Stars. By Dinah Moeche. Franklin Watts £1.95. Exploring the Planets. By Jonathan Bullard. Blandford. £1.65. The Universe. By James Muirhead. Blandford. £1.95. Van and Space. By Neil Ardley. MacDonald Education £1.50.

Astronomy is a fast-moving science, and popular interest in it is now so great that many hundreds of books about all aspects of astronomical science have appeared in recent years. Not all are by specialists, or even by amateur astronomers, and naturally they are of different quality and may have different aims. All these four books are aimed at young readers, and all except the first are quite conventional, with lavish colour pictures and perfectly adequate texts.

More is rather different. It appears to be directed at readers of a reading age of seven or eight, and it is extremely good. The text is so simple that there can be no difficulty in understanding it; long words have been avoided as far as possible and the average length of a paragraph amounts to no more than two or three lines. Within these limits

the author has managed to pack in a remarkable amount of information, and she has researched her subject very well. The illustrations are also good. There are quite a number of official pictures from the Vikings and Morieris, and the line diagrams and the half-tones avoid the usual trap of being sensational and gaudy. As an elementary introduction to Mac's, this book is to be recommended. For a seven or eight-year-old, it would make a good Christmas present.

Exploring the Planets is much shorter; the text is clear, and the illustrations are attractive, if on the whole less authentic than in Moeche's book. There are a few errors, so that a little more research might have been desirable. For instance, in dealing with the solar nebula from which the planets were formed, it is said that "as it began to shrink and spin faster, rings of gas were flung off. In time the gas in such ring came together as 'blobs', which became planets." This seems to be a reversal of the straightforward nebular theory of Laplace, proposed in the 18th century. It is also rather misleading to read that Jupiter is "mostly gas and ice", since modern theories indicate that the

planet is made up chiefly of liquid hydrogen, with a relatively small silicate core. James Muirhead, in *Our Universe*, falls into a rather similar trap. It is said that, because Jupiter has been found to radiate more energy than it would do if it depended entirely upon the Sun, "the interior is still slowly collapsing inwards, creating heat which diffuses outwards to warm the atmosphere". Unfortunately, a liquid planet is to all intents and purposes incompressible! To give another example: while it is true that the Sun's corona is at a high temperature, the statement that "the corona is very hot" should "rarely have been qualified, since the scientific definition of temperature is not the same as the everyday definition of 'heat'". But the text is, again, clearly written—we read of "whispering clouds of cold hydrogen" and "sudden" "disasters"—and there are many of the familiar colour pictures, well reproduced.

The same is true of *Van and Space*, which gives a brief elementary survey of modern astronomy and dealing specifically with space-probes and manned flight. The book ends with a short section on extraterrestrial life.

Buckle my shoe

David Sturges

Elementary Mathematics Methods. By M. J. Jernson and E. C. Beasley. McGraw Hill £11.20. Teaching the Child Mathematics. By C. W. Skinner, N. Maerens and W. Arnold. Hale, Rinehart and Winston £8.50. Number 6, 7, 8. Northern Region Mathematics Council 40p.

These are all books intended for the teacher of young children, the two American books for K through six roughly the primary age range and the NORMAC book is suitable for lower juniors. Most of the children in this age range are non-specialists with many other subjects besides mathematics to worry about and one has to consider seriously what kind of material is really useful to such teachers. Primary school teachers are anxious amongst publishers for not reading teachers' books, but this is because the normal teacher's book is not useful to the teacher? The two American books *Teaching the Child Mathematics* and *Elementary Mathematics Methods* are comprehensive and mathematically sound, something that cannot always be said of such books of English origin. The first takes up such as Piaget's theory of intellectual development and early experiences with whole numbers, and develops the material in a highly chronological way; the second takes a topic such as division and develops it (including the psychological development) throughout the whole age range.

Both these approaches have advantages and disadvantages, but the content of both books is almost identical. In both books the authors have an eye on the teacher in training and the books contain exercises which, although interesting, are sometimes more suitable for initial training than a practising teacher. If you require a comprehensive account of all aspects of teaching number and measure these books have something to offer; in both books the treatment of geometry is very poor in comparison with the treatment of number.

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A green eye shining

Examples of Technical Mathematics with Calculus. By Richard S. Paul. Prentice-Hall £12.10. 13 289199 9. Mathematics with Analytic Geometry. By William J. Poyser. Collins Macmillan £11.95. 02 338800. Technical Mathematics. By William J. Poyser. Collins Macmillan £13.10. 97509 509 1.

Green eyes are shining again. Never before, books quite magnificent, prepared, dealing in the

Circuitous

Electronic Options. By P. Gornley, J. S. Hagan and C. C. Atkinson. Edward Arnold £17.5. 7131 0128 8. Electricity for Craft Students. By H. K. Martin. Cassell £3.00. 304 29879 4.

The title of the first book is explained in the authors' preface. It is planned for those interested in electronics as a hobby or in examination terms, for pupils taking GCSE or CSE courses in the subject or in the "options" of electronics in physics.

There is no intention to supplant the standard physics texts. More only a relatively few words of theory precede detailed instructions for carrying out practical work which applies the basic principles. There are clear diagrams, mostly of appropriate circuits, and there are satisfactory explanations of why things work in the way they do.

Similarly, a series of questions can lead the experimenter to deduce results that could not have been obtained by random handling of the equipment. There is thus a training in logical thought.

Typical section headings (there are a score in all) are: resistor circuits, rectification, diodes and triodes, oscillators, transistors and photosensitive devices. In each part the work is appropriate to the level of pupils involved, and the whole could be recommended for class or private study. There are warnings included about the dangers of high voltage usage, and these could have been in larger, more prominent, form.

Electricity for Craft Students is a more conventional textbook, designed primarily for those, apprentices and others, seeking to obtain a City and Guilds Craft Studies certificate. It covers the common Electrical Principles, or Core Studies, of the electrical and electronics course 232 and does so very well.

F.W.K.

F. W. Kellaway

Aspects of European History 1494-1789

STEPHEN J. LEE

A serious difficulty for students of European history is in bridging the gap between the narrative textbooks available and the interpretative essays they are expected to write. Drawing from personal teaching experience, Stephen Lee takes an analytical approach to a variety of topics in early modern European history, showing a variety of methods that can be used to present a theme or argument in essay form. It is intended that the approach should stimulate thought in the subject and give some structure to what must sometimes appear to Student and Scholar as an inert mass of facts.

Hb 0 416 70930 3 £8.00
Pb 0 416 70940 0 £3.95

From Roman Britain to Norman England

P. H. SAWYER

Professor Sawyer, in this stimulating study of early English history, has provided both the student and the specialist with an informative account of post-Roman English society. He covers many aspects, from Kingship and government to the effects of Christianity on the populace, and his chapter on the making of the English landscape is a revolutionary work of research in its own right. There is a full bibliography and the text is complemented by excellent maps.

Hb 0 416 71610 5 £9.50
Pb 0 416 71620 2 £4.95

Education in Britain Since 1944

W. KENNETH RICHMOND

The author has produced what is probably the first overall review of developments in British education since the 1944 Act. Through a comprehensive analysis of the developments that have occurred in primary, secondary and tertiary education, he expresses the belief that we must see the contemporary debate on such issues as the preliminary clearing ground for a new Education Act.

Hb 0 416 85760 4 £7.00
Pb 0 416 85940 2 £2.95

Lecturing and Explaining

GEORGE BROWN

The purpose of this book is not only to offer a great deal of practical guidance on the effective presentation of explanations and lectures, but also shows how a lecturer, by analysing the structure of discourse, can evaluate his/her own performance and so be in a better position to improve upon it. The ideas put forward have all been well tried in the workshops which George Brown has organized both at Nottingham University and in other polytechnics and universities in the UK and abroad.

Hb 0 416 70910 9 £7.50
Pb 0 416 70920 6 £3.95

The Changing Urban School

ROBERT THORNBURY

Based on fifteen years direct experience, Robert Thornbury has written, uncompromisingly on the awfulness of so many urban schools and classrooms; he sees the problems of the school as bound up indissolubly with the changes that have overtaken urban life, and his first purpose is therefore to mobilize teachers, administrators, inspectors and parents to seek a total strategy, and not to look at urban society through a narrow professionalism or lifestyle.

Hb 0 416 55020 7 £8.95
Pb 0 416 55030 4 £4.50

The Social Psychology of Childhood Disability

DAVID THOMAS

The author discusses the effects of disability upon the socialization of handicapped children, and examines many of the social and psychological factors involved. He demonstrates the way in which attitudes towards various kinds of disability have developed, and can vary significantly both regionally and by social class. But most importantly, he examines these attitudes, together with many other social and psychological factors, in relation to their impact on the social behaviour and developing self-image of the handicapped child.

Hb 0 416 80840 9 £6.50
Pb 0 416 80850 6 £3.50

All prices are net in the UK only.

METHUEN

AN APOLOGY

Macdonald Educational regret that their advertisement, for OUTLOOK EUROPE in *The Times Educational Supplement* Geography Feature on November 10, omitted their name and address. Those wishing to have further details about OUTLOOK EUROPE should write to The Educational Sales Department, Macdonald Educational, Holywell House, Workshop Street, London EC2A 2EN, or phone The Schools Information Service on 01-247 0121.

Patent spiral puttees

Betty Tadman

The Illustrated Dictionary of Fabrics. By Martin Hardingham. Studio Vista £7.95.

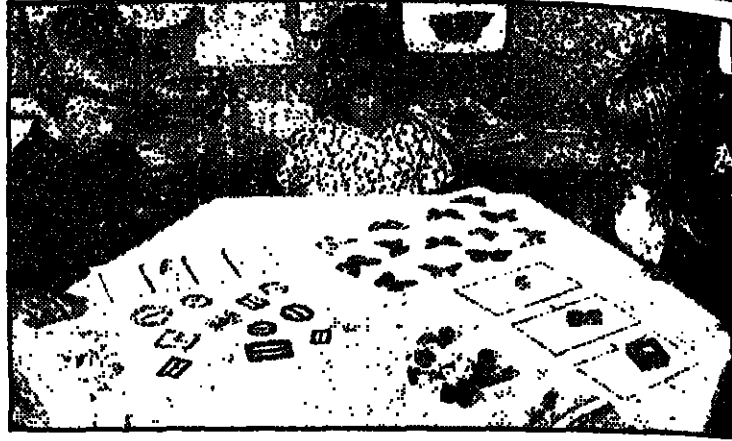
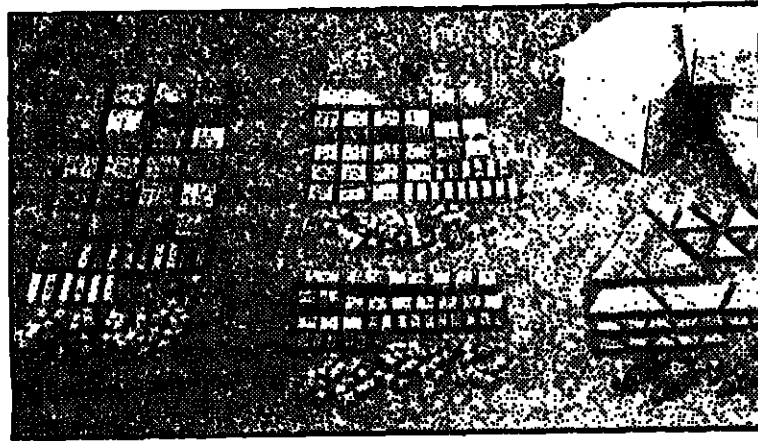
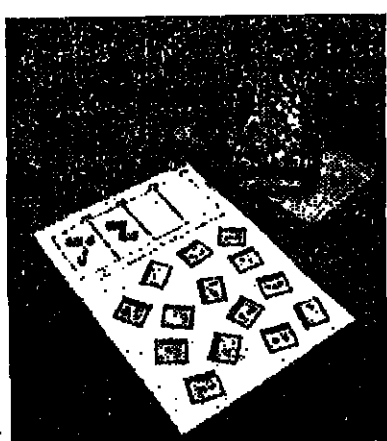
"Very interesting" said the old lady with her nose in a dictionary "but the stories are so short."

In Martin Hardingham's *Illustrated Dictionary of Fabrics*, many of the stories are exceedingly long and expertly illustrated. Rita Heyworth reclines languorously, her curves shining beneath a duchesse satin dress. Fox's new patent spiral puttees (1900) made of wool, are shown without spots 6/- a pair, with spots 10/6 a pair of fine determined looking legs. Attention-cited

asbestos fabric protects a firefighter from the enveloping flames.

The book is arranged into the main fibre groups, including man-made ones. It is presented clearly, and the reader can look up words thoroughly. The final sections deal with textile terms, information on fabric care, and the labelling system which has been introduced by The Textile Distributors Association to help in understanding the mysteries of what to buy and how to care for it. Clean, or resist the temptation just to throw the garment away. It is a unique book, and despite its American spelling should be available in every college or school where teachers of textile painting are sought.

28 Resources



Set work

JANET FAIRBROTHER on mathematical apparatus and games

When is a 2 not a 2? When is it 20 or 200. The 2s in 222 do not all have the same value because they are in different places.

The idea of place value is of fundamental importance in the teaching of elementary arithmetic and involves pupils and teachers in many hours of work. There are several ideas and pieces of equipment that can make the task easier and more enjoyable.

Counting involves putting into groups. Although groups of 10 are generally used young children find it easier to start with smaller numbers. ESA's *Bulmer's Mathematics Activity Cards* illustrate in full colour sets of sea shells, butterflies, buttons, etc. on large plastic cards which can be written on with water-based felt-tip pens. Children can circle the objects on the card in groups of three, say, and then circle three groups of three, etc.

The next stage is to establish a one-to-one relationship with *Mini-rubes* (also ESA) by putting a cube on each object. These ten plastic cubes can then be linked in groups. A set of 23 object-cards plus corresponding grouping cards on which results can be assembled, together with a most useful booklet, *Introducing Notation*, costs £17.90. The *Mini-rubes*, *Miniature Linking Cubes*, cost £7.50 a 1,000 in 10 colours and are packed in a robust plastic box with a booklet of suggestions for use.

A similar set of activities can be based on the ESA *Multi-cube* mathematical cubes. These are bigger

(2cm side) and cost more, £22.50 a thousand in 10 colours, but they are more convenient for small children to handle and are not so easy to lose.

Several simple grouping games are described in the *Nuffield Mathematics 5-11 Project* which is due to be published by Longmans in Spring 1979. The fishing game is typical. A six-sided spinner has segments illustrating one, one, or two fish. Each child collects cardboard fish by spinning the disc and stores them on a card in a column headed "fish". Three (or four, or five, etc) fish are needed to fill a net—a small plastic bag in a column headed "nets", and then the same number of nets are needed to fill a cardboard boat. The winner is the child who first fills his boat.

For practical work in base 10 the well-known *Dienes Multibase Arithmetic Blocks* from ESA are invaluable. These are now produced in plastic which is much cheaper than wood; 1,000 wooden unit cubes cost £8.50, 1,000 plastic unit cubes in various colours cost £4.80.

Unlike the multibase plastic blocks, the long, flat and blocks, corresponding to first grouping, second grouping and third grouping respectively, of the original Dienes material are also available in plastic. Colours are used to code the different bases, so base two is light brown, base three is yellow and so on.

The exchange rate of 10 units for one ten, 10 tens for one hundred and so on is the foundation of most of the digital recording devices used nowadays—petrol pumps,

weighing machines, millimeters in cars, etc. (The notable exception is the digital watch with mixes base 10, base 60 and base 24). The fascination of electronic calculators can be used to reinforce the base 10 exchange range and some of these now cost less than £5.

At this kind of price an electronic calculator which can subtract, multiply and divide as well as add, compares favourably with the *Topo Counter* marketed by Hestair Toppo for £4.38. This is a mechanical counter, easily held in one hand, which can count up to 9999 in unit steps by pressing a button. It is quickly returned to zero by rotating a knob on the side.

It has the advantage that the operator feels personally more involved in the counting process, there is less of a feeling of magic and there is a satisfying click as the knob is depressed and rotates the numbered wheels at the display window—features which should not be discounted too quickly where young children are concerned.

An abacus is the early ancestor of the more modern counting devices. They still find a use in schools but, because their functioning depends entirely on the operator, a child has to know rather a lot about place value before he can use one. Another problem is that most of them are designed with the different powers of 10 placed vertically instead of horizontally as is done with numbers written.

The *Slide Abacus* available from Invicta Plastics for £1.38 has this disadvantage, but it is designed to be used flat on a table and so can

be rotated through 90 degrees to put the powers of 10 horizontally. The *Hoop Abacus* from ESA reads powers of 10 horizontally but is three times more expensive at £6.50.

Most games that help in the understanding of place value require only a small outlay of time and money. In the *Colour Game*, cubes of three or four different colours are needed (*Multi-link* cubes are ideal) as well as a die or spinner numbered one to six.

Players must agree on an order of colours and an exchange rate. Each player throws the die and takes a number of cubes from a central pool. When three of any colour have been obtained, players exchange them for one of the next highest colour. The winner is the first to get a cube of the top ranking colour.

The *Match Game* uses the same principle as the colour game but can go as far as base 10 because thousands of matches can be bought quite cheaply. Bryant and May sell a "cheese" of 22,750 headless matches for £3.30, including postage and VAT. This is a special price for schools.

A "cheese" is a fascinating structure which looks like an unpeeled drier-board. The game is played with a spinner or die and each player has a board with three columns headed units, tens, hundreds. Players take turns to throw the die, and receive the appropriate number of matches which are placed on the units column of the board.

When 10 matches are collected they are exchanged for a bundle of 10, and stored in the tens column.

Ten tens are exchanged for a bundle of 100 and the winner is the first to get 10 hundreds.

With a little ingenuity, many games can be devised. You need a stock of basic equipment such as matches, counters, cubes, dice, etc. Conventional dice can give only six numbers, but ESA sell a set of three plastic, 20-sided dice (regular tetrahedra) for £7.35. These are *Decimadice*, numbered one to nine twice.

Spinners can be made with almost any number of sides. Nicholas Burdett sell a set of four 10-sided plastic spinners numbered one to 10 for 80p. One problem with spinners is that they are fascinating to watch, they spin for a long time and so games last much longer than with dice. Pupils tend to become more interested in the spinner than the game.

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well", but the intention is clearly to create a developed economic structure based, unlike the Western one, on individual skill.

The booklet, *Education in the Third World*, is a collection of suggestions for how the primary school teacher and art (here clearly incorporating crafts). The suggestions are thorough and imaginative, consistently aimed at a different way of life beyond the superficial contrast.

"Poverty is often equated in Western minds with lack of money," it says. "When teaching about the Third World it is important to emphasize constantly that this is not so. It is a little more than a little poverty which is the real achievement which the Third World has. Also included is a thematic index to the slides and a list of associated teaching resources."

These sets can be used by the recommended to teachers for the combination of a good background of research and an attitude towards material, and an attitude towards the level of observation and the level of sympathy. It is often higher in Third World material than in schools than in material about the Third World. Does this suggest that we have a little more sympathy for the Third World? The book is a plain man's book, a book for the most common of the most common

Labour-saving device for careful application

by Andrew Pegg

En Cohen: Learning to Play the Violin. Cassettes and booklet. E.P. Arnold & Son Ltd, Leeds LS10 1XK. £7.55 plus VAT.

It is surely part of the instinct of a good teacher to be open to new and more effective ways of communicating. En Cohen, in producing her cassette pack *Learning to play the violin*, was presumably thus motivated at least in part.

The pack is aptly named, this is not a "teach yourself" course, but must be used as a supplement to early lessons, and in conjunction with the now well established *En Cohen Violin Method* (formerly *First Year Violin Method*).

It would not be appropriate here to offer criticism of the content of the cassette and tested course, what may be called into question is the thinking behind the transfer to cassette. The cassette is a little ingenious, many games can be devised. You need a stock of basic equipment such as matches, counters, cubes, dice, etc. Conventional dice can give only six numbers, but ESA sell a set of three plastic, 20-sided dice (regular tetrahedra) for £7.35. These are *Decimadice*, numbered one to nine twice.

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Nursery Education

Headships

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Other Appointments

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Oxford University Press

Exploits of the gods

Mary Hoffman on myths

Tales of Troy and Greece. By Andrew Lang. Faber 35p. 571 04984 2. Myths and Legends. By David Ogden. Books 1, 2 and 3. Wheaton 65p each.

It's a brave man who retells Homer, even though Andrew Lang's act of daring was at the beginning of the century and he is now as impervious to criticism as his mighty model. Criticisms there must be, for the version is eccentric in the telling and avuncular in tone. "You must be told how they lived," he says in the second chapter. Nymphs are consistently referred to as "a sort of fairy" and Ulysses and his men are "driven into Fairyland" for 10 years soon after the Greek victory at Troy.

The bulk of the book is about Ulysses, the Trojan War seen from his part in it as well as the matter of the Odyssey. Lang uses the Roman name throughout, saying firmly "the name was changed into Ulysses and we shall call him Ulysses" while leaving Zeus, Aphrodite and the other gods in their Greek forms. The gods themselves are played down, perhaps in imitation of Bowdler. It may not be necessary to revive the question of Ulysses' paternity, though writers later than Homer thought he was the son of Sisyphus, not Laertes. But to refer to Helen as the daughter of "Tyndarus (sic)" is either to be pedantically zealous about the young readers' innocence or stolidly to ignore one of Zeus's more notorious extra-marital adventures. It also leaves Lang with an unimolous nickname of Helen's to explain, so he says that she was called "the daughter of the swan" because of the whiteness of her breast! The judgment of Paris, which would appear the *sine qua non* of the whole, is, mysteriously, omitted.

Andrew Lang is an experienced storyteller and appropriately dedicates this collection to another, Rider Haggard. He collaborated with Haggard on a fantasy called *The World's Desire*, in which Ulysses and Helen were eventually united. Like Haggard, Lang can tell a good yarn which means he can piece material and create memorable scenes. But for an introduction to the stories of Troy and Greece he has more than enough to tell. The style is simple, charming, and easy to read. There is a touch of fantasy about this collection which might not enchant young readers.

Not so the versions of myths and legends given by David Ogden. Here is a real find, a versatile storyteller who can take on differing cultures and without getting lost in his own elaborations, add personal grace-notes to the best known stories. Not that all the tales are familiar in these three school books. The choice and grouping are arbitrary to the point of quirkiness. Book One, *Classical and Northern Stories* contains the Firebird, the Beowulf story, a Norse myth and two classical Greek



Rider Haggard's *Old Greek Fairy Tales*, illustrated by E. H. Shepherd, is republished by Bell and Hyman at £2.95. Here Ariadne enters the labyrinth with his music.

stories. Book Two, *Stories from the East*, has one Egyptian, two Arabian and two Jewish, while Book Three, *Stories from the West*, has Robin Hood, Till Eulenspiegel and Hanswurst.

Mediterranean and Northern mythology are more than poles apart, their conjunction in the first book shows Thor drinking great draughts of the son in the hall of the giant Utgard-Loki lives well above the snowline of the imagination and is separated by more than space from the high-flying, faraway of a few pages further on. And surely the Western imagination owes too much to its Judeo-Christian background for us to think of the Prodigal Son as a Jewish story "from the East" called here "The Two Brothers". But these are arguments with an editor, the stories themselves, both familiar and the rare, are each superbly told and it would be a bright day for mythology if David Ogden would try his hand at a unified collection or cycle whose coherence would give his skills a proper setting.

Celtic heroes

Beatrice White on Scandinavian and Irish myths

The Book of Conquests. Written and illustrated by Jim Fitzpatrick. Edited by Pat Vincent. Paper Tiger £7.25. 905895 142. £4.25. 905895 134.

Gods and Heroes from Viking Mythology. Text by Brian Branston. Illustrations by Giovanni Caselli. Peter Lowe £3.95. 85654 029 3.

These two books, concerned one with Irish, one with Scandinavian mythology, are both distinguished by a challenging beauty of presentation. In each case the illustrations add and enhance the text.

The *Book of Conquests*, based on early Irish manuscripts, tells the story of Tuath Dé's arrival in Ireland of the Tuatha Dé Danann

and gives a lengthy account of the cruel battle of Moy Tur. These legendary heroic tales from a pre-Celtic past persist in oral tradition, and the author, a Gaelic speaker, is fully familiar with them. Aware of the difficulties produced by oral technique he has carefully shaped his material to suit the requirements of the modern reader, cleverly using Tuath Dé, the embodiment of myth and legend, as a link between episodes in the narrative.

Jim Fitzpatrick is a skilful storyteller, well capable of capturing the magic of past ages in impressive prose. His book makes a strong appeal not only on account of its subject but by its beautiful and lavish illustrations in the manner of Celtic decorative art. Such a splendid volume should surely hold children from play as well as old men from the chimney corner. Its attractions are very moderately priced.

Gods and Heroes from Viking Mythology is a stimulating modern version of the *Gylfa-Ginning* (The Deluding of Gylfi) from the thirteenth-century Icelandic Prose Edda, a synopsis of Scandinavian mythology together with the stories of the heroes Sigurd and Bothers. Brian Branston, who serves as a link between episodes of a vivid narrative, giving coherence to the whole. Brian Branston handles his material with authority and his knowledge of the original texts is apparent in his fluent, colloquial style and his happy accuracy of his English equivalents for Norse names.

His account of Northern gods and heroes is so well and convincingly presented, and with such persuasive interest, that there is no flagging of interest. Brilliantly illustrated by Giovanni Caselli, the book appears most appropriately in time for the future. At £3.95 this is a real bargain. It is a real bargain, a book which is so lively enough to appeal to children and competent enough to secure the approval of adults.

Ballads

Neil Phillip

Arcadian Ballads. By James Reeves. Illustrated by Edward Ardizzone. Heinemann Educational £4.95. 485 14772 2.

Arcadian Ballads was one of the late James Reeves's last books, and marks the culmination of many years of fruitful partnership with the illustrator Edward Ardizzone. Text and illustrations achieve that perfect, precarious interdependence which is the aim of all such collaborations, in a book which has been designed and produced with all the care it deserves.

The five ballads (only four of which, as Reeves points out, are strictly Arcadian) are re-workings of tales from Ovid's *Metamorphoses*: *Pyramus and Thisbe*, *Phaon and Syrinx*, *Echo and Narcissus*, *Arachne and Callisto*. Interestingly, it is the most well-known, one might almost say hackneyed, of these stories which are most completely successful. The tragic love of Pyramus and Thisbe and Echo and Narcissus are felt anew, where as *Phaon and Syrinx*, while admirably in many ways, fails to deal adequately with the pathetic consumption of Pan's desire, and in *Callisto* too much stress is laid on the comic elements (she is "converted to Juno to a grisly Bruno").

The style is casual and unstrained, the language direct, simple, even colloquial at times. (Arachne is "brooch" to "save your breath to cool your porridge"; the epitome of the quiet virtues, which distinguish all of Reeves's work.)

Although it would be absurd to suggest that this book is in any exclusive sense "for children", it is accessible to quite young children in the same way as the best of Charles Cusley. Any teacher trying to introduce a class gently to the classics could do much worse than start here.

Invitation to a beheading?

Marion Glasstonbury on historical novels

A *Pride of Kings: The Plantagenets*. By Juliet Dymoke. Dobson £3.95. 234 72089 1. The *Summer Travellers*. By Barbara C. Freeman. Macmillan £3.95. 333 23834 6. The *Confidence Man*. By Leon Garfield. Kestrel £3.95. 7226 5407 3.

A *Pride of Kings* begins, where the Anglo-Saxon chronicle ends, with the baronial atrocities of Stephen's reign. "The bishops and the clergy were forever cursing them but that was nothing to them for they were all excommunicated and forsworn and lost. Wherever the ground was tilled the earth bore no corn for the land was ruined by such doings and men said openly that Christ and His saints slept."

The monk of Peterborough who wrote this in the twelfth century was more exercised by the plight of the poor than Juliet Dymoke, who is attracted, as her title implies, by the chivalric glamour of the period. The occasional blubbery churl, the persecuted Jews, the marauding French and the heathen hordes of Saladin serve only to offset the heraldic lustre of her feudal champions. Chief of these is the valiant and pious William Marshal, ancestor of the present Duke of Norfolk, whose career as a soldier of fortune in Europe and the Holy Land spanned five reigns.

The author claims to have been as faithful to events as William to his liege lords, and I would trust her armorial bearings implicitly; yet I could have wished that she had been less assiduous in covering her scholarly tracks. There are no maps, no genealogical charts, no acknowledgement of documentary sources, and very few dates. This voluminous chronology, combined with milt transcontinental changes of scene, is disorienting if you want to know what happened, where and when. If however, you wish to be carried away on a magic carpet of romantic hokum, this is the book for you.

Juliet Dymoke is an experienced scriptwriter and hence a dab hand at sound effects—"the jingle of accoutrements", "costume jewelry clinking", "the soft of dialogue that comes naturally to film actors—"Coward! Coward! Poltroon! Aye and traitor too!" and the routine choreography of the scene. Eyes flash, cheeks flush, hands move instinctively to sword hilts, fists bang curved churls. The nobility quell mobs with a glance; pause with wine half-way to their lips, twinkle sardonically, and quaff it at a single draught. They dismount, throwing the reins to adored retainers, and arrive over the horizon. Elsewhere their speeches are as richly caparisoned as their steeds.

The *Summer Travellers* is a sedate little story with no historical pretensions beyond an odd reference to the battle of Waterloo and the bravery of the Duke of Wellington. Three orphans, shy Samella, tempestuous Sue and her quaint five-year-old brother Ben, leave their adoptive uncle, a painter of miniatures, for fear that he will be ruined by the expense of supporting them. They set out from London to find the idyllic village of his birth, and are befriended by an itinerant cutter, a silhouette portraiture. Various encounters with blackguards and benefactors, amid some confusion as to which is which, bring the children to their destination, now derelict and deserted; a disappointment which is remedied by the replacement of a bad absentee landlord by a good resident squire.

The moral of this nostalgic quest is that a haven is what you make it: the promised land, the Great Good Place requires self-help. The same conclusion is reached in America by Leon Garfield's pilgrims from eighteenth century Germany.

Fifty Protestant families are forced from their homes by a false accusation of murder after a fatal accident, and follow their leader, who abandons them to destruction on arrival in London. At intervals the story is taken up by Hans Ruppert, the cobbler's son, who idealizes the confidence man and grasps the nature of their relationship only after a chance meeting in South Carolina.

Leon Garfield excels in the depiction of seething crowds, rooftop panoramas, turbulent weather and unheroic activity. The exodus, embarking on a magic carpet, gives ample scope for bravura displays of stylistic energy—the whispering of the primeval forest, the paraphernalia of the Hamburg waterfront.

The story opens with the shouting and hammering that precedes the beginning of the day's work, and finishes with the hammering

and shouting that accompany the construction of the new town. In between, the reader feels for the couple's apprentices who wore ear-muffs to protect their hearing from the din. "You really had to shout at a knobb to make yourself heard." The author is "incorrigible" in saying that he "only remarks on the extraordinary and leaves the ordinary and everyday to be taken for granted." The effect of this principle is to raise the volume of his narrative to a consistently deafening pitch.

Eloquence becomes logorrhoea—"She went on shrieking about hangings and roastings and stabbings and trying and the tearing off of living skin to make purses for officers' wives." Sighs and situations are never stark or vivid, always both: "dark and hideous", "palpitation and shock", "liver and lights", "bites and wens." We have not one stop-tossed cadaver but two; every box resembles a coffin, and gory props are tossed about with frenetic ingenuity. A severed head topples into street filth, is unheeded by a scavenging cat, lingers decomposing in a beg until it is fished out of a pond by a gloating vagrant.

There is romance in store for the hero to counteract all this putrefaction. In his time off from carnal disgust, when he is not elaborating on the stench of old women, the narrator talks bawdy with regalia pomposity, sententiously observing the entertaining possibilities of girls for sale. The future wife of a widower is compared to a death-watch beetle, its head against furniture to signify its readiness to partake of married love.

No expense of verbal agility is spared to create an impression of fearless exuberance, scatological zest, gutsy vitality; to convey an atmosphere of Grand Guignol. Images of carnival are invoked: scraps from a cannibal's feast, open sores gleaming under a bridal veil, dangling blood vessels seem weirdly festive. The result is a dance macabre in which caps and bounds turn to convulsions.

It is Leon Garfield's misfortune to have been hailed as a master of historical fiction at a time when the genre has become an invitation to a beheading. Even Juliet Dymoke grasps the nature of their relationship only after a chance meeting in South Carolina.

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Supernatural soliciting

Shirley Toulson

The Castle of Dark. By Tanith Lee. Macmillan £3.95. 333 24792 2.

The Ruckon Inheritance. By Elissa Mace. Andre Deutsch £3.50. 233 96969 1.

The Film Bequest. By Kim Chesler. Heinemann £3.75. 241 10043 7.

Categorising is never easy. Where do you draw the line, for instance, between historical novels and fairy tales? This is not to imply that writers are slipshod in their historical research; the difficulty arises in past time, one who sets a story in past time has to draw on resources of imagination which cannot be checked against daily reality.

The true fairy tale, like myth and legend, is timeless; or, at least, it is of all time, including the present. Traditionally the characters, like Aschenbrotchen, tend to live in a world peopled by lords and ladies, peasants and bards, and to dress accordingly. But that's only because the story has to be set somewhere, and the reader, deprived of a date, needs the security of the conventions. The *Castle of Dark* obeys them all, but there is an important twist to the story: Liliane, the damsel imprisoned in the castle, is in fact not from any obvious external source, but from an evil, "fairy-like" person.

Together with the harpist who follows her, first from the castle and then from the dark forces of her own nature, she undergoes several adventures which are an odd mixture of magic (which defies natural causes) and the improbable, but possible, lucky chance. The allegory is altogether too intricate and ambitious for this story to work along the lines its author probably intended, but as a far-fetched tale of adventure it does quite well.

The *Ruckon Inheritance* is cast in a much more modest and workable form, and is specifically set over a hundred years back. The only supernatural element is a benign and inquisitive 14-year-old boy from our own time, who manages to slip back into the past in a rather ghostly fashion. But he is far more solid and reassuring than the supernatural element. Liliane, who lives in the story's actual year, they contrast well.

Elisabeth Mace has devised a very moral tale about how real treasure is usually under your nose, despised and unrecognized. How characters don't make it all too obvious, and there are lots of false scents to be followed and odd adventures to be encountered before the truth's made clear. Her habit of taking such trouble with her success as a story teller, that she takes such trouble with her characters, grown-ups as well as children. No one is just put there to help the plot along, everyone is fully realised. This means that when she uses the magic of her craft to slip back to the past, readers feel they really know what

it would be like to live with the Ruckons, who keep the Name Guard on a Lancashire coaching road, and how it would be to spend a day at the village school.

Another nineteenth-century innkeeper and his family are at the centre of Kim Chesler's *The Film Bequest*. There is nothing supernatural about this story, but a good deal that is vastly improbable. The narrator is a blind girl, so reluctant to admit to her disability that she tries to act as though she could see, and is fooled; but she possesses sharpness, her wit, beyond the bounds of the reader's credulity, and gives her an unbreakable stoicism. Even harder to take, although absolutely integral to the plot, is the fact that her abiding grandeur allows her to go off for the night to a neighbouring inn, accompanied only by a vastly charming and totally illiterate American visitor, whose only claim to the family's acquaintance is that his great uncle had once charmed and tricked her grandmother.

As you would expect, it's all a little rompy, and though there are some brushes to be had, no one gets heart-broken. Young Spilly wakes up to the fact that the inn and its jangling porridge is the honest lot for her. And being a true survivor, she comes cheerfully through hair-raising adventures with men and stormy weather (including a flood that swamps the inn, to speak smilingly of the "rejuvenating" power that restores her sight).

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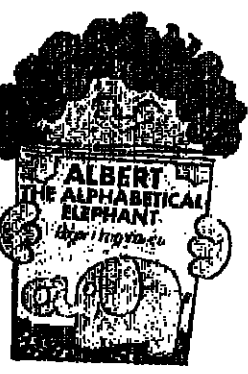
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Armed against a sea of daffodils

Chris Waters reviews a selection of poetry books

James Reeves, in his excellent book on poetry, quotes a cynical and disillusioned schoolboy who voices the very deep-seated feeling that "poetry is all bloody daffodils and hey-nony-nony". Writers and publishers alike seem to be taking heavy industrial action to prove him wrong and given enough stimulus to absorb this high-level productivity, and enough money to pay for it, frankly, he doesn't stand a chance.

It might help if he took a look at Kit Wright's new collection, *The Bear Looked Over the Mountain*, (The Salamander Imprint). He sounds young enough to be trusted by anyone under thirty but skilled enough to be respected by anyone else. His poetry was now to me and I turned in immediately and gratefully to his distinctive idiom. If we do live in two cultures (or many), he seems at home in all of them, crossing from a street-voice like Verlaine's to a more formal like Larkin, I particularly liked "London Elders", a glimpse of the immigrant oldsters who are part of the furniture in suburban delicatessens, in whom he manages to illuminate a homeric beauty.

I have long enjoyed Elizabeth Jennings's cool and ordered voice. She has now branched out into her first book for children, *After the Ark* (Oxford University Press, £2.50). Ted Hughes's "Crow" seems to have sired many descendants, and this, too, is a sequence of monologues, choruses and confessions, addressed by the animal kingdom to man. Nothing quite so urgent or obvious as scold or whistles; the animals are quite ordinary and everyday (I think that's the point), yet at their best they become vehicles to criticise human behaviour.

Can't you be happy to look? Must you possess with your power? ("Cabbage White Butterfly")

or to express our common condition? I should believe that I understand how it feels to be awake in and be afraid of the night ("The Moth's Plea").

Thane's story

Naomi Mitchison

Macbeth the King.

By Nigel Tranter
Flodder and Stoughton £3.25

If a class is doing *Macbeth*, how much better to read this book than to go on hamstering or those awful Notes. For this, one of Nigel Tranter's big historical canvases, is somewhere near the real *Macbeth*, and must have involved a lot of fascinating delving into early history and myth, as well as intimate geographical knowledge, so that land and sea battles are firmly placed. There is considerable evidence — some based on the early in the Edinburgh Register House — that *Macbeth* and his Queen were in the whole good moment, not least the great battle of Scotland against Danes and English. There are good set-pieces here, including the New Year festivities lasting from Yule to the Ufflyn day, still kept in Zetland, and taking in plenty of pre-Christian determination to keep the endangered year going. The visit to Rome, where Pope Leo the Ninth helps to settle a dispute between the Celtic and Roman churches is another good piece of historical reconstruction, and the general picture of the last battle is probably something like it was.

But I could wish Nigel Tranter had given us a few notes about his sources. So here is *Macbeth*, King of Scots as firmly set in history as he is already in the poetry which, unlike his, is always set in the better of poor plagues.

At the same time, that last line displays some of the surprisingly flat and awkward language in the poems; the individuality of certain of the creatures is also undermined by the occasional direct repetition of phrases from one to another.

Next stop, *Anthologies*. One way of dealing with Daffodillians is to keep them off the *Lacrimae Rerum* until they are old enough to take it; and in the meantime, Gavin Ewart's books of Light Verse for Children (Bursford, illustrated by Nicholas Bentley, £3.50) should keep them occupied. Ewart's advice to children let loose on this book is: "try the short ones first. If you like them, go on to the longer poems". The latter include "The Pied Piper", "John Gilpin", and "Nancy Bell", while the shorter ones are spiced by Carroll, Belloc, Lear and many surprising traditionalists. Given what Ronald Dahl calls a "sparky" parent willing to stay with the book (and the child) for a long time, then the diversity of the collection would not be an obstacle and would lay good foundations for appreciation in later years.

For those who have cut their teeth on Gavin Ewart and reached the ripe old age of nine (or even older), the New Dragon Book of Verse (edited by Michael Harrison and Christopher Stuart-Clark, Oxford University Press, £2.95), is an ideal means of getting on to the hard stuff. Arranged thematically (Landscapes, Seascapes, Creatures, Childhood, People, War, Mystery Reflections), comprising a good balance of traditional and modern poems, the collection is admirably solid, with no concession poetically or visually to the gimmicky or the fashionable. Each section is reliably inclusive without being predictable. A child or an adult with this under their belt would be formidably well armed against the Daffodilian viewpoint.

Another strategy with Reeves's schoolboy is to confuse him. What is it a poem? Ways of Talking (chosen by David Jackson, Ward Lock Educational 95p) would work wonderfully because it does not look like a poetry book for a snort (more like a catalogue) and more than half the poems do not look like

poems. If you have got nothing but the "dialect of the tribe", this collection would seem a very possible way of getting it off its backside and stirring into life. Like many a guerrilla weapon, it is useful in the right hands.

Following on from his book "Magic Verse", Charles Cawley has touched magic again with his *Puffin Book of Salt-Sea Verse* (Kestrel Books, £4.50, Puffin 50p). Attractively illustrated, primed and arranged, it is also like the other collection, extremely fertile and wide-ranging in its sources, going back to Virgil, Theocritus and the Early Saxon, forward to Music Hall songs, ballads, Charles Tomlinson and George Mackay-Smith, with translations from the Spanish and Hebrew on route. It is arranged thematically under seascapes, sea creatures, sea people, vessels, battles and voyages and edited with a knowledgeable eye for the part of the sea in a genuine love and respect both for the sea itself and for the words which it has drawn out of us over the centuries.

The Root Children (Frankie Watts £2.95) is a translation into verse of a German nursery classic first published in 1907. The drawings are beautifully stylized yet fearfully charming and Nana's man's verse is according to the blurb "deceptively simple yet less so": so are birthday cards, poems for children, by Rachel Field (Windmill Press £2.50) is also very pleasant, with a big more mysterious than the previous book, but somehow trapped, or so it feels, in Hovis-land (homest-to-goodness nostalgia). Miss Strawberry Verses, by Eric C. Rolls (Kestrel Books £2.95) is about a lovely, funny, schizoid and cannibalistic queen, while *This Little Pig-A-Wig*, by Lenore Blegvad (Hansish Hamilton £2.50) is a collection of traditional verses about pigs presented in an instant Victorian/Edwardian style, ideal for browsing through in between *The Beano* and *Blue Peter*.

If our hurn has not been set completely paranoid by all this poetry, Nightmares, by Jack Prentice, Lusk and Arnold Lobel (A and C Black £1.95) an elegantly Cuckoo collection of macabre images and illustrations, should finish him off.

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Through the mill

Nicholas Tucker

Robinson Daniel Crusoe. By Prudence Andrew. £1.20. 431 92723 8.
Hemlockberry. By Joan Lingard. £1.20. 431 92723 2.
A Kind of Wild Justice. By Bernard Ashley. University Press £2.95. 431 92723 1.

Prudence Andrew has produced only two full-length novels for children, but both have been so good that a new book by her is something of an event in children's literature. Although *Robinson Daniel Crusoe* is an uneven work, there is still more potential in its ultimate failure than in many other writers' more modest successes.

It concerns an introverted, clever 15-year-old who suddenly decides not to go to school, preferring instead to launch himself out on to an imaginary island as a way of escaping from the suffocating attentions of his intellectually bullying father. So far, so good: Prudence Andrew has a way of catching some of the tragicomic overtones of the tension and misplacement of expectations quite brilliantly, with scenes that might well have come out of an Alan Ayckbourn play.

But she is less successful when it comes to developing her character: the pathetic, over-sensitive, forever quoting gobs of last week's *Sunday Times*, and the dog-obsessed mother, bent on her sewing machine making clothes she will never wear, finally become predictable and boring. From the central character, Daniel, to grow as a person, so that

one cannot really believe in him, either as a teenager or pupil or else as a distinguished school-leaver, despite his attendance at a child guidance clinic — described here in disappointingly clumsy, patronizing terms. When Daniel finally leaves the story, and with away to his emotional climax merely seems like an unconvincing sounding-off of loose ends.

Joan Lingard can always be relied on to turn in a good, well-constructed story, and sure enough, from her first piece, *The Gooseberry*, marches inexorably towards a pleasant, romantic ending, where the heroine discovers that the boy next door, or in this case on the house, is the right sort after all. This is not just the soppy wish-fulfillment of the teenage love comic, however; to get to this point, Ellen — the red-headed, five-foot eleven heroine — has to work through her mother's remarriage and the collapse of various compensatory daydreams.

Although there are some good moments, with the story itself convincingly set in a decaying area of Edinburgh, it is really a rather slight story padded out either through tired set-pieces — such as the diving of the red hair that goes all wrong, as in *Anne of Green Gables* — or else by quantities of garrulous chat between the characters which — however authentic — eventually begins to pall.

The most successful novel of this bunch, however, is Bernard Ashley's

A Kind of Wild Justice. This is set around what looks like a highly disguised, once notorious criminal behind bars and concerns Ronnie — a small, suspicious boy caught up in the fringes of truly terrifying prospects of personal violence. At such possibilities to enable him to concentrate on his learning; any inner-city teacher getting hooked by this novel may wonder whether one or two of their own pupils are not sometimes similarly preoccupied in worrying about far more serious problems than the ability to read or do sums.

The other main character is Manjit Mirza, a Sikh girl also involved with criminals through the attempt to smuggle her father back into England as an illegal immigrant. The caring nature of her family is used to make a properly ironic comment on the sort of love life that the anti-Black Ronnie has to suffer, with a weak father going back to prison, and a tarty mother who walks out, leaving her son a note in the mantelpiece advising him to go into care, from "Your loving Mum".

Mr Ashley does not always manage to keep his plot under control; there are too many overheard conversations that conveniently give the game away, and the final denouement is as unconvincing as similar moments in any of Edith Wharton's Famous Five novels. But otherwise this is a tough, gripping story that deserves to be read and read again by a success with some older pupils who have begun to turn against reading novels.

Against the tide

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Poems from the classroom

By Mister Butterfly. Edited by

Anna Boyle. £2.00.

The occasion of this collection of poems was an exhibition of work from LEA schools called "The Richer Heritage", an attempt to celebrate the ethnic and cultural variety of the inner London.

There is a book mentioned recently in a post-Bullock language magazine as fine evidence of the health of the educational body-politic, and it is basic reason d'être, it is a book that needs to be seen in its published form, particularly since it is published by an Education Authority.

There is even an apologetic, but it is a book that needs to be seen in its published form, particularly since it is published by an Education Authority.

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Something to trumpet about!

Lollipops

Virginia Makins looks at picture books for 2 to 10 year olds

There is a fine balance to be struck in writing and illustrating for children, between realism and fantasy. Too much realism just ends up boring—but so do the artist and more whimsical fantasies.

It is a particularly difficult balance in books for the very young—children past the baby stage of simply enjoying recognising objects in books, who need a story that catches their imagination but is close enough to home to identify with.

Lollipop, by Wendy Watson (Heinemann £2.10) is a triumph. The deceptively simple story stands out as a triumph. A little rabbit enters a lollipop but Mum says No. Finally he runs down to the shop, fails to attract attention among the gossiping adults, falls asleep, and eventually returns to a distraught Mum who "was so worried she spanked him and missed him" and finally, since he still wanted a lollipop, gave him one.

Judicious repetition encourages children to join in the story, and the pictures are full of quiet detail. The shop is a distinctly old-fashioned, which makes the mixture of familiar and slightly unfamiliar settings.

Shelia Laval's *Everybody Said No* (Black £1.95) is another good one. It's a retelling of the Little Red Hen with a less stridently moral ending. A "Superman" called Mrs Mudd has to plant an apple tree, water it, pick the fruit and bake a pie all by herself, with no help from her large family with its busy children and supposedly busy husband (there are nice jokes in the delightful pictures). But when it comes to help in eating the pie, everyone says Yes!

John Burningham is a master of the balance between real life and fantasy. In his *Shirley* books he does it brilliantly—the second, *Time to get out of the house* (Shirley (Cape £2.50) has that plonking mummy on the left hand pages: "Have you been using this towel, Shirley, or was it your father?" while on the right hand pages Shirley rides off down the plughole on her plastic duck, and has fantastic romantic adventures.

They are driven to the post office in the next village—and, of course, to the shops, to the fury of the

them, and perhaps older primary children who can recognize parent stereotypes. Burningham's latest, *What you rather* (Cape £3.50) strikes a wider and more childish (in the good sense) vein of fantasy.

Each page presents alarming or delightful choices. Would you rather have supper in a castle or breakfast in a balloon? Would you rather be made to eat spider stew, slug catch, their imaginations, or drink small smoothies? Playground jokes transformed by Burningham's wit, detail and powers of expression—it's hard to imagine any five to 10-year-old who would not giggle delightedly.

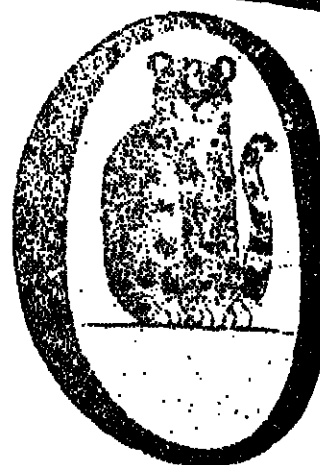
Chatterbox (Andre Deutsch £2.95) Ann Thwaite is definitely writing for adults, and a simple-minded and preachy tale it is. Miss Walters is another stereotype, what the HMs have now christened a "didactic" teacher. She does not like talking in class, tries to stop it, fails, and sees the error of her ways. As a children's book, the saving grace is Glenys Ambrus's pictures, full of glorious (if unlikely) details of primary school life.

Boys of the Air by Arnold Lobel (World's Work £2.10) could also be read as a moral tale for adults. But it's a moral that children appreciate too—and Lobel, if anyone, writes for children. Grandfather Bear is convinced a good bear should go for walks, take naps, catch fish and climb trees.

But his grandchildren have trouble with those activities—they want to juggle, turn somersaults, do rope tricks and play the violin. Their skills get grandfather out of trouble, and he stops trying to bring them up by the book. Lobel's brown and white pictures convey the bears' feelings, and back up the story perfectly.

The Trouble with Mr Harris, by Ronda and David Armitage (Andre Deutsch £3.25) is back in the real human world—in a large modern village, which makes a nice change from contemporary city scenes. Mr Harris comes from the city as the new village postmaster, and his downy efficient city ways offend the villagers.

They are driven to the post office in the next village—and, of course, to the shops, to the fury of the



Ocelot, Phasant, Wolverine, Ak Periwinke, Ezmine, Kalydid, Hov, The Sticker Abecedarius, reprinted by Central (£2.55), is a charming alphabet rhyme which first appeared in 1882 and is here adorned with illustrations by Alice and Mark Provensen. Richard Moran Darn describes Shaker history and education in an afterword.

Hodgson traders. But thanks to the perception of a small girl called Effie, and the dramatic rescue of a baby, the Hodgson folk discover Mr Harris's true worth. It's a successful, straightforward story in a convincing setting, and makes one wonder why more new story and picture books can't hit off the traditional mix of plot, character and moral set in children's everyday world.

There is nothing so charming as about Mickey's Kitchen Cabinet, by Kurt Baumann and Michael Foreman (Andersen £3.25). This is a fantasy all right—not whimsical light, but coming from dreams and nightmares. And the fantasy is clearly labelled as such.

The contrast comes with an ordinary Sunday fight between Mickey and his father over who should dry the dishes. The father thinks up elaborate ways of disposing of Mickey—putting him in a bottle, crushing him under the bus, throwing him out to sea. Mickey counters all of them with even more elaborate escape plans. Finally the father, defeated, sits rather than orders Mickey to dry the dishes, and he does.

Like or dislike it—my guess is that many children around seven and eight would like it a lot—and it's extremely powerful, thanks to Michael Foreman's pictures.

Nursery rhyme parade

The Land of Nursery Rhyme. Compiled by Alice English and Ernest Rhye. Illustrated by Charles Folkard.

Dent £2.95 (Also available in a slightly shorter version as a Dent Dolphin at 70p)

Nursery Rhymes. By Margaret Tarrant.

Ward Lock £3.95.

The Great Big Book of Nursery Rhymes. Chosen by Peggy Blakeley. Drawings by Ernest Francis. A. and C. Black £4.95.

Each Peach Pear Plum. By Janet and Allan Ahlberg. Kestrel £2.95.

Jack and Jill. By Dorothy Stevens. World's Work £2.95.

It is easy to suppose that choosing a collection of nursery rhymes is just a matter of making sure that favourite rhymes are not missing, and then deciding on the illustrations. The would-be buyer in this frame of mind would be mistaken. There is a vast selection of such anthologies and they are often designed to be used in quite different ways.

The Land of Nursery Rhyme is a bumper bundle which would be useful primarily as a reference source for parents and teachers and also for the older child who would enjoy thumbing through it in search of old and new friends. It is comprehensive (over 250 rhymes) and well laid-out. Longer rhymes are interspersed with very short ones and illustrated with lively traditional drawings by Charles Folkard which make pages look busy and fun. There

are some curious omissions—"Rub-a-Dub-Dub" and "There was an Old Woman" are two I noticed—but in the main children and adults won't be let down.

Nursery Rhymes is an altogether more refined, even precious book. About 100 nursery rhymes, lovingly printed on best-quality paper, are illustrated with 24 colour plates from Margaret Tarrant's well-known original illustrations. A whole page is devoted to each rhyme, and the ever small. Most of the best-known rhymes are there plus some rarer items. Again it could be used as a reference source or by school age children. Pre-school children would enjoy the fine colour prints.

The Great Big Book of Nursery Rhymes is an idiosyncratic collection of about 100 nursery rhymes. Its title suggests comprehensiveness when, in fact, many of the most popular rhymes are omitted, including "Jack and Jill", "Three Blind Mice", "Old Mother Hubbard" and "Little Tommy Tucker" in favour of some very rare items in deed.

The illustrations—a full colour plate accompanies each rhyme—are vividly expressionistic; but it is hard to decide for whom the book is designed. Such beautiful pictures are superfluous in a reference book; a young child who might enjoy the pictures, would be puzzled by the obscure rhymes and would miss old favourites. It might, however, serve as an additional collection for the school-age child who already has a comprehensive anthology.

Each Peach Pear Plum and Jack and Jill are based on a similar idea. They assume a knowledge of nursery rhymes and folk tales and people, a world with characters from them. Both are overridingly

visual: text is restricted to a couple of lines in *Each Peach* and a lot less in *Jack and Jill*.

Each Peach Pear Plum is a delightful, versatile book. Most strictly it is an exercise in I-Spy: a character is clearly hidden in each picture beginning with, for example, "Each peach-plum I spy Tom Thumb" and then "Tom Thumb in the cupboard" and "Mother Hubbard" and "Little Tommy Tucker" in place. Many children will enjoy seeking out where, for example, the three bears saved Baby Bunting or the Robin Hood aimed arrows at the Wicked Witch.

Jack and Jill enlarges visually on an extended version of that rhyme. The two little children visit a variety of nursery rhymes, adventures before finally coming down to "play at see-saw on the grass". The book is an extremely attractive and lively world of rhyme and picture. In doing so it rhymes and answers a few of those questions which puzzle hearers of rhymes. For most basic of rhymes, for example, did Jack fall down? Did the cat help out of the well? Did the frog who lived there sprang at the frog who lived there who in turn knocked Jack over of course.

Occasionally the illustrations can be a little obscure but on the whole this book will be a treat for a child well versed in nursery rhymes and folk tales.

Group practices

Geoff Tomlinson

The Gummy Gang Again. By Pamela Oldfield. 216 90651 2. The Asterix Abecedarius, reprinted by Central and the Gang. By Goscinny and Sempé. 200 72563 7.

Sheldar £2.95. 200 72563 7. The Balloon that Brought Luck. By Gary Cockati. 160 7182 1029 8. Nickolas and the Gang. By the author of the Asterix books, was first published in France 15 years ago, but appeared for the first time in this country earlier this year, retaining the original illustrations by Sempé, the French cartoonist. Like the Gummy Gang, who fail at good deeds, Nickolas's gang fail at everything. Nickolas and the Gang is just the book for adults to read to children. If the children are as they may not find a great deal to laugh at, but everyone else should find themselves chuckling before they finish the first chapter.

The book gives some cruel insights into the world of the class. But it is not aware of all this. For example, having been taught to play chess by Alec's father, Nickolas and Alec proceed to reduce the bedroom to chaos by extending the battle from the board to the entire room. In conclusion Nickolas remarks enthusiastically: "Next time it's fine we're going to play chess out on the bit of waste ground. Vroom, vroom; crash, bang!"

Because the only trouble with chess is that it isn't really a good indoor game. Radio interviews, stamp-collecting, conjuring-tricks, X-ray examinations, bookshops, athletics, on all of them Nickolas and his gang exert their boisterous levelling influence. But such occasions, events—such as being invited to an all-night party—can reduce the toughest of gang-members to tears. The great appeal of a gang story such as this, and what raises it above the usual Six-Goes-Diving level is the witty caricatures of the gang members, Alec the glutton, Eddie the buster, Mr Miller the "new" teacher all serve to demonstrate our common humanity and the persistence of human weakness.

paragaphs without any main sentence. Characterization of the young thieves is poor (there is a yippy girl who is blonde, with no explanation. Is she an albino-Romany or stolen princess? Worse is the handling of the father-son relationship with their dialogue becoming a poor scribble for an episode of *Ulysses* or *Duck Green*). The structural slovenliness is more the pity as the bright presentation of the cover and large print make it attractive for the late reader.

On a similar theme, but much better constructed, is *Johnny and the Yank*, the second story about Johnny Harrison of Battersea. Disbelief has to be suspended pretty thoroughly from the start as the story opens with Johnny being held up at pistol point by a young American. He turns out to be running away from another hucknosed story-line, the evil stepmother here nicknamed with a great leap of the imagination "the Witch". But the book has great charm and verve, and I found I wanted to go to the end and see what happens.

Endpaper Boy starts at an exhibition pace. It is the story of a young sergeant's son, Chips, who has his dog and falls into a den of thieves by the quayside. Soon he is climbing, really little by little, up the wall and the Artful friend "Lips" is handled brilliantly

with the smutty suspicion of the law going down heavily on points. Another very strong feature is the sense of location with various points in central London described vividly and excitingly—one of the best episodes is the improbable car chase between a new Mercedes and a clapped-out mini in the Covenand Square underground car park.

See How They Run has a real location, too. This time we are provided with a map of the marshes round Aldeburgh in Suffolk, to boot. It is the story of the theft of a valuable set of Crown Derby from a hotel, and the entanglement of young Ned Shepherd, son of the lifeboat coxswain, with the thieves out on the marshes.

Modesty is the triumphant element here. It is a simple tale told against a wonderful natural background, complete with Whooper swans. Some of the dialogue is stiff and self-conscious, particularly between father and son, and some of the narrative reads like a map reading exercise. But the various elements of the story are interwoven skilfully; particularly engaging is Ned's flight, encountered by a nanny-goat in labour, accurately and elegantly told. Robert Fox

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Book £2.95
Cassette (incl VAT) £3.25
Pack Cassette and book, incl VAT £3.95

Children Making Books
Leslie Bennett and Jack Simmons

Shows how young children can make simple books and folders—construction, layout, decoration and binding. With step-by-step illustrated instructions and information about equipment.
£3.75

The Phoenix Bird Chinese Take-Away
Karin Mackinnon

The latest title in the *Strands* series is about the Lee family, who came from Hong Kong and now live in Glasgow.
£1.95

The Remarkable Feat of King Caboodle
Fugo Rice

A series of bizarre adventures teaches King Caboodle that it is sometimes necessary to consider the whims of others as well as your own.
For 8-11 year olds.
£2.50

The Great Big Book of Nursery Rhymes
Chosen by Peggy Blakeley
Illustrated by Frank Francis

An essential book in every child's life—ninety-two well-loved rhymes, richly and humorously illustrated.
£4.95



Nigel Viney and Neil Grant
An Illustrated History of Ball Games
Here are fascinating facts on nearly 50 individual and team games, including information about many famous players. Lavishly illustrated. £4.25.

Jacynth Hope-Simpson
The Making of the Machine Age

How have industry and technology affected the way we live? This highly readable and thought-provoking book traces their influence from the late eighteenth century to the present day. Illustrated throughout. £4.90.

Kenneth and Valerie McLeish
Mozart Stravinsky

These are the first two titles in a series introducing the great composers. First-hand sources—letters, documents, drawings and photographs—make for a visually stimulating approach. Particular attention is paid to the historical and cultural background, and its effect on the composer's individual style. £2.50 each.

James Reeves
The James Reeves Story Book

A big book containing all the best stories written over the years by this much-loved storyteller. Line drawings by Edward Ardizzone. £3.95

Heinemann Young Books

Ward Lock Presents for Children

Ward Lock's Encyclopedia
Edited by Harold Boswell-Taylor

A wealth of up-to-date information presented in a clear, straightforward way. The 1600 entries are illustrated with maps, diagrams, drawings and copy and black-and-white photos. A perfect gift for young people of 11 upwards.

£5.95

Ballet Stories

Joan Lawson

Fourteen of the most popular ballets told as stories for children of 8 upwards. The ballets include such traditional favourites as *Swan Lake* and *The Sleeping Beauty*, as well as modern works including *The Prodigal Son*. Beautifully illustrated throughout with photographs of recent productions.

£3.95

Ward Lock children's information books are available from all good bookshops.

WARD LOCK A member of the Penguin Group

Gifted Children of Music

Nicholas Ingman

Illustrated by Bernard Brett

The childhood and lives of great composers and musicians told for children of 10 upwards. The stories include those of Bach, Handel, Britten and Mendels.

£3.95

Ward Lock children's information books are available from all good bookshops.

WARD LOCK A member of the Pencil Group

Adam & Charles Black

COUNTY SECONDARY SCHOOLS

Hoode Hill School, Bromford Road B26 8ER
Group 12: co-educational, all ability school of 1,400 pupils
serving an area on the north-east side of the city.
An energetic and well qualified teacher required for the post of:
DIRECTOR OF STUDIES (SENIOR TEACHER SCALE)
The person appointed will work with the Deputy Heads, Heads of
School, and the Head, as the Senior Manager of the Town, Dulver
will include being the major link with Heads of Departments,
responsible for external and internal examinations, and
advise Departments of changes in the needs of the school.
Applications by letter with names of two referees to the Head
master at the school not later than 2 weeks after the appearance
of this advertisement.

TABLE 2 POSTS & AB

applications (sitting age, qualifications, previous action, names of referees) should be sent immediately, together with s.s.e. to head of school.

Northfield School, Kelly Close B31 1RR

Sale 2 post:

(a) Teacher of MATHEMATICS required for January. Ability to teach across the ability range—interest in Careers an advantage.

(b) Teacher i/c CHEMISTRY required as soon as possible to teach across the whole ability range.

Selly Oak School, Oak Tree Lane B39 6HZ

Assistant Teacher of MATHEMATICS. In a department which has courses organised to advanced level. Sale 2 post available to a suitable applicant.

Whereas Lane School, Kings Heath B15 0BP

PHYSICS, Sale 2. The person appointed will be responsible for the organisation and teaching of Physics to years 3-6 (all ability). In years 2 General Science is taught.

VOLUNTARY AIDED SECONDARY SCHOOLS

SENIOR TEACHER POSTS

mpion R.C. School, Sultan R

11-18 Roman Catholic all-city school of 1,000 pupils (100 in Sixth Form) serving a residential area of north Birmingham
RE-ADVERTISEMENT: PREVIOUS APPLICANTS WILL BE CONSIDERED WITHOUT RE-APPLYING.
Required September, 1978:
HEAD OF LOWER SCHOOL (SENIOR TEACHER) SCHOOL is to be responsible to pastoral care of pupils in first and second years and to the running of the school in a separate building, at some distance from the main school. Candidates should be proactive leaders of staff.
Further details and application forms from the Correspondence Governor at the school.
There is a scheme for assistance with removal expenses.

SCALE 2 POSTS & ABOVE
Bishop Chelver R.C. School, Institute Road B41 7EQ
Required Master—overall responsibility for P.E. Scale 3. Second subject should be offered.

SCALE 1 POSTS
Handsworth Grammar School for Boys, Grove Lane B21 8ET
Required January, teacher of PHYSICS for two terms initially
Possibility of a third term work and of performance. Apply with full details to Headmaster.

Mr Mason C.B. School, Bell Burn Road B18 2AT
(1000 pupils) S.P.S.
Candidates should be, or seem to be, an Assistant Teacher

FTS. School has well established. Ability to offer Caramlon

Blotch Chellenger N.C. School, Institute Road 814 780
Required January temporary appointment. Men for P.E. BOYS
and GYM. Must be able to teach the school as well as
Correspondent Governor or school.
Nesary R.C. School, Parkfield Road, Saffley 86 3AX
(a) HOME ECONOMICS temporary post.
(b) ENGLISH/R.E. temporary post for January. One term
only.
Applications in the first instance to the Correspondent Governor
or Headmaster.
There is a scheme for assistance with removal expenses.

COUNTY SECONDARY SCHOOLS

SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale
1 posts should be sent to the head of the school as well as
possible, together with the names of 2 referees and a S.S.
Castle View School, Farnborough Road 828 7HL
Teacher of CHEMISTRY required as soon as possible to join a
large department. Established course in A* level.
Hawthick School, Ayrshire Green 827 70G
Tel. 021-778 473
Requests for Spring Term on a temporary basis: a teacher of

on may be obtained from the

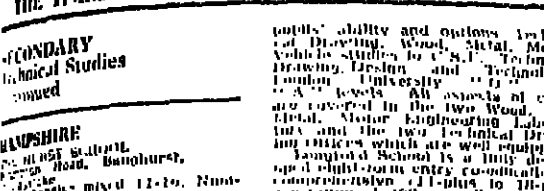
Pratt High School, Chesapeake Road #42 2FV
Resigned January; Teacher for REMEDIAL WORK and first year MUSIC.
Salem School, Baltimore Lane 98 RR
Resigned January; Teacher of English, laboratory for 2 terms, for PHYSICS AND/OR CHEMISTRY. The school has a large scientific Staff Form.

Mrs. Wilfred Martin, Chesapeake Lane B33 6UE
(2 term only, fully developed, co-educational) Comprehensive Science
(1,200 pupils, 140 in the sixth form)
Resigned January; Teacher of ECONOMICS with O.S.E. 'O' and 'A' level work available in a well-established and strong Department

Washwood Heath School, Burney Lane BS 28 AB
1,750 pupils, mixed. Well-established, purpose-built comprehensive. Adjacent to outer ring road in north-east of city.
Resigned January
(a) GEOGRAPHY, interest in field work would be strong recommendation.
(b) HISTORY, to teach throughout age range.
(c) BIOLOGY, includes Lower School combined sciences. Sixth Form work available.
(d) HOME ECONOMICS, very well equipped department. Any student in child development and/or headmaster should be indicated.

STUBLES, woodwork specialist
national level.

BIRMINGHAM
CITY COUNCIL

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TEACHING DEPARTMENT
NEWBOLD GRANGE HIGH SCHOOL,
 (Fall 700): 11 to 18 mixed
 19 to 22 male
 first Yearman, NR31 R4
 TEACHER of CHART (Wood Metal,
 Drawing, Mechanical Drawing)
PHYSICAL EDUCATION required.
 Scale
 Application forms obtainable only
 by sending S.A.L.E. to the Head
 Teacher.

NORTH YARWORTH
COUNTY COUNCIL
THE HOLY FAMILY R.C.
 (Fall 700): 11 to 18 mixed
 19 to 22 male
 first Yearman, NR31 R4
 TEACHER of BOYS' CHART, Scale 1

Letters of application, including
 curriculum vitae, should be sent to
 the Headmaster as soon as possible.

WARWICKSHIRE

NEWBOLD GRANGE HIGH
SCHOOL.

DURHAM

LAUNCESTON COLLEGE
 Danby, Cumbria
 19 to 22 male
 Number on Roll: 1,355
 19 to 22 male
 Head Teacher, D. F. Howe

BOARDING POST
 (Lancaster, Scale 1)
 (Lancaster as overboard)

Lancaster College, establish-
 ing Comprehensive School
 with teacher's salary in-
 clusion now being built.
 Qualified Janitor or as
 soon thereafter as possible.
 Qualified Teacher, 12
 suitable for Married Couples.
 For reference for him, or send
 application.

Please apply urgently by tele-
 phone to the Headmaster, in-
 cluding authorities with names of
 teachers, and to the Head-
 master of reference if possible.
 Closing date: Three weeks
 from the appearance of this ad-
 vertisement.

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Other than by Subject Classification

Other Posts on Scale 2 and above

EALING
London Borough of Ealing, England
You find **TEACHERS** scale 1 and 2 for
Primary and Secondary, Early Work in
Nursery, Special, Middle, Combined
and Special Schools.
For further information see under the
Miscellaneous Section.

KEWT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEADOW DIVISION
GUTHAM, HITCHFIELD
SECONDARY SCHOOL
Hallowell Road, from January or as post
permits.

DRAYTON MANOR
London Borough of Ealing, England
You find **WILKINSON**
Queen's Private, Action, WS OHP
Cranmer Avenue, Ealing, WS 9XX
Hawthorn Road, Greenford, Middx.,
WU 9LH
REYNOLDS
Greenhurst Lane, Acton, WS 8EQ
Hazel Avenue, Southall, Middx.,
UB8 3JF
WALTON
Hazel Road, Northolt, Middx.,
UB8 3JF
London Borough of Ealing, England
You find **TEACHERS** scale 1 and 2 for
Primary and Secondary, Early Work in
Nursery, Special, Middle, Combined
and Special Schools.
For further information see under the
Miscellaneous Section.

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London Borough of Ealing, England
You find **TEACHERS** scale 1 and 2 for
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Nursery, Special, Middle, Combined
and Special Schools.
For further information see under the
Miscellaneous Section.

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(11-18 Comprehensive) 6 Form Entry

WELSH: SCALE I

required for January, to teach the subject to 'A' level.
This is a temporary appointment on a day-to-day basis
during the absence of a teacher on maternity leave.

LADY MARY R.C. HIGH SCHOOL, CARDIFF
(11-18 Comprehensive) 6 Form Entry

GEOGRAPHY: SCALE I

required for 27th January, a Graduate Geography teacher to teach the subject to 'A' level and during the period of absence of a member of staff on maternity leave. Experience at 'A' level would be an advantage. The appointment is on a day-to-day basis.

ENGLISH - SCALE 1

Required for 21st February, 1979. Honours Graduate prepared to teach the subject in years 1-5 to 'O' level and S.S.E. This is a temporary appointment on a day-to-day basis during the absence of a teacher on maternity leave. Application forms may be obtained on receipt of a stamped addressed locopac envelope from the undersigned, to whom completed forms should be returned within 10 days of the appearance of this advertisement.

F. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

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Further information available on request of S.W. from the Headmaster to whom applications should be sent (no forms) not later than Monday, 4th December, 1978.

As a member of a team of Teachers implementing the Authority's scheme for instrumental instruction under the supervision of the Music Adviser... Scale II Allowance is available for a suitable candidate. Travelling and subsistence allowances in accordance with the County Council Scales.

Application forms and further particulars available on receipt of a request from the Area Education Officer, G.P.O. Box 19, St. Thomas' Road, Havardwest, to whom they should be returned by 11th December, 1979.

applications by letter to the Headmaster at the School as soon as possible enclosing full Curriculum Vitae and the names and addresses two referees.

KEYLAND CENTRE
Structure: Grade 1 (Temporary) in CONSTRUCTION TECHNOLOGY
Subjects: Applicants should be graduates or equivalent (H.N.C.)

J. PHILLIPS, Director of Education, Education Department Headquarters, Plymouth, Massachusetts, Dated:

WALSALL METROPOLITAN BOROUGH EDUCATION COMMITTEE

**BROWNHILLS COMPREHENSIVE SCHOOL,
Deakin Avenue, Brownhills, Walsall**
Required for January, 1979

Teacher of French

(Scale 1). French is taught in mixed ability classes in Year 1 thereafter in set classes. Gorman is introduced as a second language in the 2nd year. Courses in both French and German have been developed in C.S.E. and "O" level. The school has a full range of audio-visual aids including a Language Laboratory.

**SHELFIELD SCHOOL,
Broadway, High Heath, Pelsall**
Required for January, 1979, or Easter

Graduate in Chemistry

To join a team of ten other Science staff in a well equipped science block. The successful candidate will be expected to teach some science in the lower school and chemistry up to "O" and "A" level.

**BARR BEACON COMPREHENSIVE SCHOOL,
Old Hall Lane, Aldridge, Walsall**

Assistant Teacher

(Scale 1). Commercial Subjects, required immediately. Candidates should be able to offer Commerce, Accounts Office Practice, Typing and Short-hand. Subjects taught to C.S.E. "O" level standard. Part-time applicants considered.

Application for the above mentioned posts should be made by letter to the Head Teacher of the school concerned, giving the names and addresses of two referees and enclosing an S.A.E. Closing date for all the above posts December 5, 1978.

Lancashire County Council

LANCASHIRE EDUCATION COMMITTEE
Closing date: 4th December 1978.

Secondary Schools
Forms/further details from and returnable to the Head Teacher at the School, S.A.E. please.

SPECIAL SCHOOL

**THIELWALL, MARSEY HALL RESIDENTIAL SPECIAL SCHOOL,
Hall Lane, Warrington (E.S.N. 616)**
1st January or 1st May, 1979.
GENERAL SUBJECTS/MUSIC (non-residential).
Scale 1 plus Special Schools Allowance.
Extensive and pleasurable duties essential.
Forms/further details from the Chief Education Officer, County Hall, Preston.
(Ref. 6/MAR).

SECONDARY SCHOOLS

HEADS OF DEPARTMENT

BURNLEY, ST. THEODORE'S R.C. HIGH SCHOOL
Oxford Road, Burnley.
1st January (11-16 years) plus 124 boys and 98 girls in the Sixth Form Unit.
1st January, 1979, or as soon as possible.

HEAD OF ENGLISH

WERT BANK HIGH SCHOOL
Veeble, Warrington.
1st May 1979, or earlier.
HEAD OF FRENCH DEPARTMENT.
Scale 2.

SCALE 2 POSTS

ST. JOHN FISHER R.C. HIGH (Roll 697)
Warrington Avenue, Warrington.
May, 1979.
TEACHER I/C FRENCH.
LANCASTER, OUR LADY'S R.C. HIGH SCHOOL.
Macclesfield Road.
(11-16 Mixed Comprehensive, 1,162 on Roll).
1st January, 1979, or as soon as possible.
RELIGIOUS EDUCATION (Second in Department).

SCALE 1 POSTS

LARKHOLME COUNTY HIGH SCHOOL
Broadway, Farnworth.
1st January 1979.
GRADUATE required to teach GERMAN with FRENCH.
1st January 1979, or as soon as possible.
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1st January 1979, or as soon as possible.

YOUTH SERVICE

DAISYFIELD PLAY CENTRE
Blackburn.
As soon as possible.
J.H.C. Scale 2, £3,771-42-42.
Form/further details from District Education Officer, Education Office, Town Hall, Blackburn.
Closing date: 4th December 1978.

ASSISTANT PLAYLEADER

Application forms obtainable from the Director of Education, P.O. Box 53, Redoubt House, Clifton Centre, Bolton BL1 1JW, should be returned to the appropriate Head Teacher by 6th December, 1978.

SECONDARY Scale 1 Posts

GATESHEAD

Applications for the following posts should be made by letter to the Head Teacher of the school concerned, giving the names and addresses of two referees and enclosing an S.A.E. Closing date for all the above posts December 5, 1978.

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Appointments in Scotland

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1st January 1979, or as soon as possible.

THE QUEEN'S COLLEGE, GLASGOW

1 Park Drive, Glasgow G3 6LP

HEAD OF DEPARTMENT OF SCIENCE

Salary: £10,011 per annum.

Further details and forms of application may be obtained from the Secretary and Treasurer, to whom completed forms should be returned by Friday, 15th December, 1978.

SHEFFIELD EDUCATION STANNINGTON COLLEGE—SHEFFIELD

Myers Grove Lane, Sheffield S6 5JL

HEAD OF DEPARTMENT

of Mechanical and Production Engineering, Grade IV
Applications are invited for the above post, the successful candidate to take up duty on 1st May, 1979.

Appointment is made necessary by the promotion of present Head of Department to Vice Principal.

Applicants should be appropriately qualified and have had teaching, industrial and organizational experience.

Application forms and further particulars obtainable from the Chief Administrative Officer (Ref. JM), to whom they should be returned within 14 days of the appearance of this advertisement. Please enclose a stamped addressed envelope.

NEC/MSC BASIC SKILLS UNIT

HEAD OF UNIT

The National Extension College is setting up a Basic Skills Unit to prepare individuals for entry into the Youth Opportunities Programme. The unit will cover literacy, numeracy, life and social skills and vocational skills. The Unit is financed by MSC and will work very closely with the Special Programmes Division of MSC.

The Unit will have a staff of five and will be based in Cambridge. Applications are invited for the post of Head of the Unit on the Further Education Senior Lecturer scale (£6,051 to £7,572). Applicants should have extensive experience of work with less able 15 to 19s and should preferably have some experience of helping young people outside an educational institution, e.g. in a community workshop.

Full details and application forms can be obtained from Mr Gouldstone at the address below.

NATIONAL EXTENSION COLLEGE
18 Brooklands Avenue, Cambridge
Telephone (0223) 63465

City of Coventry COVENTRY TECHNICAL COLLEGE

Principal: R. A. Atwood, I.E.E., B.Sc. (Eng.) (Hons.), C.Eng., F.I.Mech.E.

DEPARTMENT OF CONSTRUCTION

Applications are invited from suitably qualified and experienced personnel for the post of

SENIOR LECTURER IN WELDING AND FABRICATION STUDIES

The successful applicant will be required to undertake duties of Senior Lecturer of this area of work within the Coventry Technical College, to whom they should be returned by Friday, 15th May, 1979, or earlier if possible.

Senior Lecturer Scale £6,051-£7,065 per annum, plus local commensurate with qualifications and experience.

Application forms and further particulars may be obtained from the Principal, Coventry Technical College, Coventry CV2 3GB, to whom they should be returned by Friday, 15th December, 1978.

COLLEGES OF FURTHER EDUCATION continued

HAVERING

HAVERING TECHNICAL COLLEGE
The College is seeking applications for the post of Lecturer in the Department of Mechanical Engineering. The successful candidate will be required to teach and supervise students in the design and construction of mechanical components. The post is full-time and the salary is £6,051 to £7,065 per annum, plus local commensurate with qualifications and experience. Applications should be sent to the Principal, Havering Technical College, Havering, Essex, to whom they should be returned by Friday, 15th December, 1978.

HEREFORD AND WORCESTER

HEREFORD AND WORCESTER TECHNICAL COLLEGE

Applications are invited for the post of Lecturer in the Department of Mechanical Engineering. The successful candidate will be required to teach and supervise students in the design and construction of mechanical components. The post is full-time and the salary is £6,051 to £7,065 per annum, plus local commensurate with qualifications and experience. Applications should be sent to the Principal, Hereford and Worcester Technical College, Hereford, to whom they should be returned by Friday, 15th December, 1978.

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Applications are invited for the post of Lecturer in the Department of Mechanical Engineering. The successful candidate will be required to teach and supervise students in the design and construction of mechanical components. The post is full-time and the salary is £6,051 to £7,065 per annum, plus local commensurate with qualifications and experience. Applications should be sent to the Principal, Hereford and Worcester Technical College, Hereford, to whom they should be returned by Friday, 15th December, 1978.

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HERTFORDSHIRE

HERTFORDSHIRE COLLEGE
Applications are invited for the post of Lecturer in the Department of Mechanical Engineering. The successful candidate will be required to teach and supervise students in the design and construction of mechanical components. The post is full-time and the salary is £6,051 to £7,065 per annum, plus local commensurate with qualifications and experience. Applications should be sent to the Principal, Hertfordshire College, Hertford, to whom they should be returned by Friday, 15th December, 1978.

HERTFORDSHIRE

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Applications are invited for the post of Lecturer in the Department of Mechanical Engineering. The successful candidate will be required to teach and supervise students in the design and construction of mechanical components. The post is full-time and the salary is £6,051 to £7,065 per annum, plus local commensurate with qualifications and experience. Applications should be sent to the Principal, Hertfordshire College, Hertford, to whom they should be returned by Friday, 15th December, 1978.

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DORSET

South Dorset Technical College

Newstead Road, Weymouth, Dorset DT4 0DX

Department of Catering and Community Studies

A Senior Lecturer is required from April 23, 1979. The person appointed to this new post will be expected to take responsibility under the Head of Department for the Community Studies Section of the Department and to contribute to the general teaching programme in this area of work.

Applications are sought from graduates with the relevant qualifications and experience.

Salary Scale, Senior Lecturer £8,051 to £7,065

Department of Liberal Arts and Languages

A Deputy Head of Department/Senior Lecturer is required from April 23, 1979.

The successful candidate will be expected to make a significant contribution to the management of the Department, to deputise for and assist the Head of Department as required and to assist with teaching. Applicants should have a degree of a British University, a teaching qualification and a record of successful teaching in one or more areas of the work required by the Department.

Salary Scale, Senior Lecturer £6,051 to £7,065

Assistance with removal and incidental expenses.

Further particulars are available from the Principal at the College to whom completed application forms should be returned by December 4, 1978.

City of Manchester Education Committee

ABRAHAM MOSS CENTRE
Crescent Road, Manchester, M8 8UH

HANDRESSING AND BEAUTY-THERAPY DEPARTMENT

Re-advertisement

FE.119 LECTURER I IN BUSINESS STUDIES

Required as soon as possible to teach Management, Business Studies and Communication Skills to Handressing and Beauty Therapy students. The person appointed will be expected to prepare and deliver lectures, seminars and tutorials. The post is full-time and the salary is £6,051 to £7,065 per annum, plus local commensurate with qualifications and experience. Applications should be sent to the Principal, Abraham Moss Centre, Crescent Road, Manchester, M8 8UH, to whom they should be returned by Friday, 15th December, 1978.

For application form and further particulars send a self-addressed envelope to the Senior Administrative Officer at the address above by 1st December, 1978.

MOSTON COLLEGE OF FURTHER EDUCATION
Ashley Lane, Moston, Manchester, M8 1WU
Tel. 061-205 7525

The following posts are available from 1st January, 1979, or as soon as possible after that date.

FE.126 LECTURER I

To teach theoretical and practical subjects to students undertaking the City and Guilds Maintenance and Repair of Computer Work course. Applicants should have practical experience of such work and should be qualified to H.N.C. or full professional standard, should preferably have a teaching qualification with relevant experience. The ability to offer elementary motor vehicle subjects would be an advantage.

FE.127 LECTURER II IN GENERAL AND COMMUNICATION STUDIES

To be responsible for the Head of Department for the general and communication studies of the college. The successful candidate will be expected to prepare and deliver lectures, seminars and tutorials. The post is full-time and the salary is £6,051 to £7,065 per annum, plus local commensurate with qualifications and experience. Applications should be sent to the Principal, Moston College of Further Education, Ashley Lane, Moston, Manchester, M8 1WU, to whom they should be returned by Friday, 15th December, 1978.

MANCHESTER COLLEGE OF BUILDING

Lower Hardman Street, Manchester M3 9ER

DEPARTMENT OF PROFESSIONAL STUDIES

Applications are invited from suitably qualified persons for the post of Lecturer in the Department of Professional Studies. The successful candidate will be required to teach and supervise students in the design and construction of mechanical components. The post is full-time and the salary is £6,051 to £7,065 per annum, plus local commensurate with qualifications and experience. Applications should be sent to the Principal, Manchester College of Building, Lower Hardman Street, Manchester, M3 9ER, to whom they should be returned by Friday, 15th December, 1978.

LECTURER II IN BUILDING SCIENCE

Salary will be at the appropriate point on the 'Lecturer II' scale, £6,051 to £7,065 per annum, plus local commensurate with qualifications and experience. Applications should be sent to the Principal, Manchester College of Building, Lower Hardman Street, Manchester, M3 9ER, to whom they should be returned by Friday, 15th December, 1978.

Loughlan College of Further Education

Borders Lane, Loughlan, Essex. 01-508 8311

Lecturer I in ELECTRONICS

Required as soon as possible to teach Electronics and allied subjects on craft, technicians and special short courses. Experience of working with computers/microprocessors would be an advantage.

Salary: £3,192-£5,334 p.a. plus £150 outer fringe allowance.

Further details and application forms available from the Principal to be returned within 14 days of the appearance of this advertisement.

Applications are invited for the post of Lecturer in the Department of Mechanical Engineering. The successful candidate will be required to teach and supervise students in the design and construction of mechanical components. The post is full-time and the salary is £6,051 to £7,065 per annum, plus local commensurate with qualifications and experience. Applications should be sent to the Principal, Loughlan College of Further Education, Borders Lane, Loughlan, Essex, to whom they should be returned by Friday, 15th December, 1978.

LONDON BOROUGH OF HARINGEY TOTTENHAM COLLEGE OF TECHNOLOGY

High Road, London N15 4RU
Telephone: 01-802 3111
Principal: F. C. Thurling, B.A. (Hons.), A.C.I.S., F.R.S.A.

DEPARTMENT OF BUILDING CARPENTRY AND JOINERY

The person appointed to this post will be required to teach subjects in City and Guilds 585 Carpentry and Joinery course to Craft Certificate level.

Applicants must have suitable Carpentry and Joinery qualifications, i.e. Full Technological Certificate or Advanced Craft Certificate and have had relevant industrial experience.

Candidates who are not teacher trained would be considered for this post since opportunities would be made available to attend a suitable teacher training course.

Salary: LECTURER GRADE I: Within the range of £3,584 to £5,738 per annum inclusive of London weighting. (Starting salary according to qualifications and experience.)

50 per cent of approved removal expenses may be paid to the successful candidate.

Application forms and further details from the Principal, returnable within 14 days of the advertisement.

LONDON BOROUGH OF ENFIELD EDUCATION DEPARTMENT

Principal: W. A. G. Epton, MA CEng FIMechE
FRSA

HEAD OF DEPARTMENT OF EDUCATIONAL TECHNOLOGY (Grade III)

This is a new post combining the Library, Computer and Education Sections of the College. Applicants must have appropriate experience and professional qualifications with a specialism in one of these fields.

For application form and further particulars send a self-addressed envelope to the Senior Administrative Officer at the address above by 1st December, 1978.

MOSTON COLLEGE OF FURTHER EDUCATION
Ashley Lane, Moston, Manchester, M8 1WU
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Lower Hardman Street, Manchester M3 9ER

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COLLEGES OF FURTHER EDUCATION continued

LEEDS

LEEDS COLLEGE OF FURTHER EDUCATION

Applications are invited for the post of Lecturer in the Department of Mechanical Engineering. The successful candidate will be required to teach and supervise students in the design and construction of mechanical components. The post is full-time and the salary is £6,051 to £7,065 per annum, plus local commensurate with qualifications and experience. Applications should be sent to the Principal, Leeds College of Further Education, Leeds, to whom they should be returned by Friday, 15th December, 1978.

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LONDON

11

EDUCATION ADVISER

Applications are invited for the above post on the staff of the Board of Education from persons with the appropriate qualifications for it. The post is an established civil service one and has a salary scale of £7,188 to £7,875 per annum. The successful applicant will enter the scale at the point commensurate with qualifications and experience. Arrangements exist for the transfer of pension rights and a grant of 60 per cent of removal costs is payable. The standard rate of income tax in the island is 21 per cent in the C. Particulars of the duties involved and forms of application are obtainable from the Director of Education, Government Offices, Douglas, Isle of Man. The closing date for applications is the 18th December, 1978.



METROPOLITAN BOROUGH OF ROCHDALE

Education Department

ASSISTANT EDUCATION OFFICER (Special Education)

PO.1(5-9), £8,342/£7,044

Applications are invited from graduates with appropriate experience.

Essential car user allowance payable. Assistance with removal and other expenses and housing accommodation in appropriate cases may be available.

Application forms and further particulars available (by quoting Ref. No. C-100), from the Chief Personnel Officer, 188 Drake Street, Rochdale OL16 1XG, to whom they should be returned by December 1, 1978.

Education Department
CAREERS SERVICE

SENIOR CAREERS OFFICER

(Grade AP5/SO1. Salary range £5,058 to £5,853 per annum)

Applications are invited from those who are suitably qualified and experienced for the post of Senior Careers Officer specialising in work with the handicapped. (Previously unsuccessful candidates should not re-apply.)

Further details and application forms returnable within 14 days of the appearance of this advertisement may be obtained from the Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.



WEST GLAMORGAN COUNTY COUNCIL

Careers Officer

REF: SVP/037/898

The Careers Officer(s) appointed will be responsible to the District Careers Officer for the full range of Careers Advisory work with pupils up to and including 5th year, assisting in the guidance and placing of young people who have left school and for making contact with local employers and further education establishments. Applicants should preferably hold the Diploma in Careers Guidance or be otherwise suitably qualified and experienced. Salary: £3,833 to £4,320 plus £312 supplement per annum.

Application forms, returnable by 8th December, 1978, are available from The County Clerk, Central Personnel Unit, West Glamorgan County Council, The Guildhall, Swansea. Telephone: Swansea 50821. Extension 2883. Please quote reference number.

EDUCATION DEPARTMENT

Careers Officers

(Qualified) (2 Posts) —

£4,245-£4,832 (Inclusive of Supplement)

To provide a careers guidance, job placement and follow-up service to young people leaving schools and colleges in the Barnsley area.

Car user allowance payable. Generous removal and disturbance allowance in appropriate cases.

Application forms and further details from the Establishment Officer, Town Hall, Barnsley S70 2TA. Closing date 8th December, 1978.

BARNSELY

METROPOLITAN BOROUGH COUNCIL

Education Department

CAREERS OFFICER

Post XIII

required at our Southern Area Careers Office in Ipswich. The post has been created to strengthen the help given to unemployed young people. It is funded by the Government for an indefinite period but is subject to annual review in the light of the unemployment situation.

We are looking for a mature person, and proven experience in dealing with young people would be an advantage. No specific qualification is required but successful experience in industry (particularly personnel work), advertising or teaching would be useful.

Salary Grade AP3/4 within the range £3,732-£4,832 according to age, qualifications and experience.

Application forms and further details (please send stamped addressed envelope) are obtainable from the County Education Officer, Suffolk County Council, Grimwade Street, Ipswich IP4 1LJ, to whom they should be returned by 5 December.

Suffolk County Council

LANCASHIRE COUNTY COUNCIL

EDUCATION COMMITTEE

DISTRICT YOUTH OFFICER

District 9 (Chorley)

Salary: Soubury Main Range Points 10-14, £4,608-£5,258 plus an annual salary supplement of £312

Applications are invited for the post of District Youth Officer from persons with qualifications and experience in the Youth Service. The District Youth Officer is responsible for the development of youth work in the District including liaison with voluntary youth organizations and assistance with training programmes, and will be expected to work closely with organizations concerned with community education to provide an effective service for young people. Car allowance and subsistence payable.

Application forms and further particulars of the post are available from the Chief Education Officer, Education Department, County Hall, Preston PR1 8RJ (Telephone: Preston 54888, ext. 8203) to whom completed applications should be returned by 8th December, 1978, quoting Ref. A/16/10/JAG.

EDUCATION DEPARTMENT

CAREERS OFFICER

£3,584-£4,917 inclusive per annum. Salary according to age, qualifications and experience. Required to assume particular responsibility for work with the handicapped and to be a member of the team discharging the normal range of Careers Service duties.

Must have (a) undertaken training for Careers Service or

(b) substantial experience of the work of the Careers Service, or

(c) considerable and suitable employment experience.

Duties involve evening work. Consideration may be given to assistance with removal expenses and to disturbance and lodging allowance. Casual User car allowance payable.

Application forms and further details obtainable from Director of Education, The Grove, Garshilton, Surrey, Tel: 01-881 5748.

Closing date 8th December, 1978.



CAREERS OFFICER

AP3/4 £3,420-£4,320 plus £312 p.a. supplement

Applications are invited for the above post in the Authority's Careers Service for the full range of vocational guidance duties. The starting salary will depend on qualifications held but holders of the Diploma of Careers Guidance will automatically commence on Grade AP4.

Application forms available from the Personnel Officer, Town Hall, Bolton, to be returned by 8 December 1978.

We are seeking qualified Careers Officers for the following vacancies:—

SENIOR CAREERS OFFICER

AP.5 £5,058-£5,358 p.a.

Required to join a small team of specialist officers providing vocational guidance to the academically more able pupils in the Borough's schools and the Technical College. Applicants should preferably have at least two years post qualification experience. Ref. E/26/112XE.

CAREERS OFFICER

AP.3/4 £4,017-£4,917 p.a.

The post is attached to a District Careers Office, currently West Drayton but the postholder should be prepared to be mobile within the Borough. Duties cover general Careers work and both experienced and inexperienced candidates will be considered. Ref. E/26/113XE.

FRINGE BENEFITS may include 75 per cent removal expenses, legal fees incurred in house purchase to maximum of £300 and lodging allowance. A 36 hour week is worked and car allowance is payable. Application forms and further particulars are available from the Personnel Officer, Chislehurst, Kent, to whom they should be returned by 8th December, 1978.



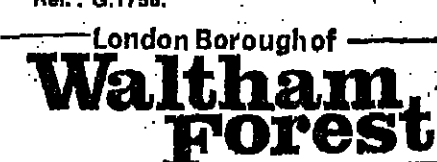
Education Department

Careers Officer (Handicapped)

Casual user car allowance payable.

We are looking for Careers Officers and other qualified persons involved in work with the handicapped. Suitable experience both in and outside the service will be considered. Duties, although primarily concerned with work with the handicapped, will include some work with high- and senior high school pupils and possibly college students. The case load will be adjusted in view of the duties. This vacancy is due to internal promotion of a member of our staff who will be available to advise. Generous relocation expenses offered in approved cases.

Application forms from Controller of Personnel Services, Town Hall, Forest Road, London E17 4JF. (Tel: 01-531 8899, 24-hour answering service). Closing date: 8th December, 1978. Please quote Ref.: G.1758.



Accident Prevention Assistant

£4,880-£5,087 inclusive

To assist the Accident Prevention Officer with the Council's public safety education, training and information service. Applicants must be qualified and experienced in teaching and have a current driving licence. A car allowance is payable. Further details and application forms from Director of Administration, Town Hall, London, SW1B 2PU. (01-874 6484, ext. 319). Closes: 8 December.

LONDON BOROUGH OF



The Teaching of Study Skills Project

Research Officer (Project Leader)

Post Number TSS02

Applications are invited from candidates for the post of Research Officer to be Project Leader to the Teaching of Study Skills Project.

The successful candidate will have a good degree in one of the Social Sciences and preferably a qualification in Mathematics or Statistics. Also required is experience in teaching, particularly the 16-19 age group, and a knowledge of curriculum development. The applicant should also be familiar with research methods and statistical techniques.

This new project will commence on 1 January, 1979, as soon as possible thereafter.

Although the post of Research Officer (Project Leader) will be based in Slough, it is envisaged that considerable travel throughout the country will be necessary.

Salary Scale £4,831 to £5,842. Placement on scale according to qualification and experience.

For application forms (no CVs) and further particulars please apply to Mrs. P. P. Harris, Group Personnel Officer (quoting post no. TSS02), National Foundation for Educational Research in England and Wales, The Mere, Upton Park, Slough, Berkshire. Telephone Slough 28161.

Closing date for return of Application Forms, no later than December 8th, 1978.

Do you have the skills, experience and commitment needed to promote racial equality and eliminate discrimination? Do you have practical experience of work with minority groups plus training or experience in community development, education, employment, housing, social services or youth work? Men and women under the age of 35 are invited to apply for these posts advertised in conjunction with the Commission for Racial Equality.

COMMUNITY RELATIONS OFFICER (AP5-SO1: £4,832-£5,853 including supplement and £285 Weighting Allowance)

IN HOUN COMMUNITY RELATIONS COUNCIL

The Officer (preferably over 30 years of age) will be the Chief Officer of the Council, responsible to the Executive Committee for developing and implementing a wide range programme of work aimed at eliminating discrimination and promoting equality of opportunity in this South London Borough.

COMMUNITY RELATIONS OFFICER (AP4-SO1: £4,445-£5,073 including supplement)

IN HOUN COMMUNITY RELATIONS COUNCIL (plus £305 LWAI)

IN HOUN COMMUNITY RELATIONS COUNCIL (plus £435 LWAI)

IN HOUN COMMUNITY RELATIONS COUNCIL (plus £285 LWAI)

IN HOUN COMMUNITY RELATIONS COUNCIL (plus £435 LWAI)

The Officer will be responsible to their Chief Officer for the areas of responsibility. Lambeth CRQ will operate an equal opportunities programme and coordinate the anti-racist campaigns. Co-ordination of Lambeth CRQ's work in Education and Youth will be a major task of the CRQ there while Hounslow CRQ will be responsible for Community Development.

Lambeth CRQ will assist the SCRO in his work involving staff in housing, employment and youth, and representing the Council in education, health and social services as acting as the SCRO's deputy.

ASSISTANT COMMUNITY RELATIONS OFFICER (AP2: £3,278-£3,651 rising to AP3: £3,722-£4,146 including supplement, after satisfactory completion of initial training, normally over 18 months)

IN HOUN COMMUNITY RELATIONS COUNCIL

IN HOUN COMMUNITY RELATIONS COUNCIL (plus £285 LWAI)

IN HOUN COMMUNITY RELATIONS COUNCIL

CRQs undertake a varied range of duties under the direction of the Chief Officer of the Council, with a view to the specialisation. Birmingham and Leamington CRQs will specialise in youth work. Birmingham CRQ will be developing the Council's work with the Greek community.

Applicants must be qualified to undertake training which involves a national qualification. Candidates should have a minimum of 3 years' experience in a relevant field. Applications should be sent to the Personnel Officer, Birmingham CRQ, 100, Colmore Row, Birmingham B3 2SD. Closing date: 22 November, 1978.

Deputy Principal Careers Officer

£5232 - £6060

Fully qualified and experienced in the Careers Service essential, and able to carry out full range of Career Officer duties. Casual car user's allowance payable. Letters of application, giving full details of education, qualifications, etc. with names of three referees, to: Director of Education, 2 St. James's Road, Dudley, West Midlands, returnable by 8th December, 1978.



Bedfordshire

Re-advertisement

Professional Assistant (Southern Area)

Salary Scale £4,920-£5,583 (N.J.C. APTC Scheme Points 31-35) plus £312 supplement.

Applicants should be graduates with teaching experience. This post is based in Luton and should be of interest to teachers seeking an initial appointment in L.E.A. administration.

Careers Officers:

South Bedfordshire

Salary Scale £3,420-£4,320 plus £312 supplement.

Applications are invited for three posts based at the Luton Careers Office, from those holding Career Service qualifications and from students completing courses in December. All posts qualify for Essential User Car Allowances, Car Loan Scheme, approved removal expenses paid.

Application forms and further details of these posts are available from the Chief Education Officer, County Hall, Bedford, or telephone Mr. R. Labe, Bedford 63222, ext. 248. Closing date for applications 8th December, 1978.

ADMINISTRATIVE OFFICER

Applications are invited for the post of ADMINISTRATIVE OFFICER at the Board's offices at Aldershot, Hampshire. The post is concerned with the Board's educational work and the administration of its examinations. The officer appointed will be responsible for the administration of a group of subjects including Biology, Human Biology, Environmental Studies and Geology.

Applicants should be graduates (or hold equivalent qualifications) preferably in one or more of the subjects mentioned above, and experience of administration within the teaching profession or elsewhere would be particularly useful. Although the post is mainly concerned with administration and organisation it includes important educational aspects. The experience of applicants should therefore demonstrate a close involvement and interest in the subjects concerned in a teaching or other educational capacity.

The appointment will be on the Administrative Officer Scale 1 from £5,804 per annum by nine annual increments to £7,784 per annum aligned with AUT Scale points 8 to 17. Currently under review. The starting point on the scale will depend on the qualifications and experience of the successful applicant.

Further details of the post, together with an application form may be obtained from: The Personnel Manager, The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms of application must be returned within two weeks of the appearance of this advertisement.



The Associated Examining Board

Education Department

ASSISTANT EDUCATION OFFICER

£6,513-£7,230

To work with a group of Assistant Education Officers in conjunction with the Assistant Director (Schools). Particular responsibilities at Senior Management level for secondary schools including assistance with programme for the reorganisation of schools.

"Home-moving" allowances up to £1,250 payable and temporary lodging allowance.

Applicants must possess a suitable academic qualification.



Further details and application forms, to be returned by 11th December, may be obtained from the Director of Personnel and Management Services, P.O. Box 88, Municipal Buildings, Dale Street, Liverpool L69 2DH. (Tel. 051-227 3911, ext. 413.)

Bedfordshire

Careers Officer (Unemployment Specialist)

Salary AP4/5 £3,933-£4,761 plus £312 supplement

Applications are invited for the post of Team Leader to the Unemployment Specialist Careers Officers and Planning Officers appointed under the Government Special Measures. The duties will include co-ordinating the work of the three Careers Officers and three Planning Officers in the team, and group and individual counselling in a variety of industrial and educational settings. Although a member of the headquarters team the post holder will work mainly in South Bedfordshire.

Application forms and further particulars are available from the Chief Education Officer, County Hall, Bedford, or telephone Mr. R. Labe, extension 248. Closing date 8th December, 1978.

BRITISH FILM INSTITUTE

TEACHER ADVISER DEPUTY HEAD

Applications are sought for the post of Teacher Adviser in the BFI's Educational Advisory Services, with possible additional responsibilities as Deputy Head of Department. The major responsibilities of the Teacher Adviser will be: To advise teachers on the use of written and visual materials.

To coordinate the production of advisory materials for schools and colleges, in liaison with other staff of the department. To be responsible for the presentation, design and pre-filing of materials intended for classroom use. If appointed as Deputy Head, he/she will also be expected to assist the Head of Department in the administration of the Department and to deputise for him as required. Candidates should be acquainted with current work in film and television studies and should have teaching and administrative experience. Starting salary £6,224 p.a. (or £6,658 if appointed Deputy Head) on incremental scale rising to £7,518 (or £7,787).

Phone or write for further information to Personnel Dept., 127 Charing Cross Road, London WC2H 9EA. 01-437 4365. Closing date 8th December, 1978.

NORTHAMPTON BOROUGH COUNCIL

LEISURE AND RECREATION DEPARTMENT

DEPUTY MANAGER

LINGS FORUM LEISURE CENTRE

AP4

£4,245-£4,832 p.a. (Inclusive of supplements)

Applicants (male or female) must be able to demonstrate an ability to be good administrators, an ability and enthusiasm to promote the use of the athletic facilities and a knowledge of the current athletic scene. The duties will involve some evening and weekend work for which suitable enhancement will be paid. Temporary lodging or travelling allowances; disturbance allowances; subsistence with removal expenses and estate agents' solicitors' fees in approved cases. Housing accommodation may be available.

Application forms and further details are available from the Chief Executive (Personnel), Northampton Borough Council, 51 Dergate, Northampton, NN1 3JW. Telephone Northampton (0604) 34881 ext. 353. Closing date for applications is 8th December, 1978.

